



COLLEGE OF SCIENCES & HEALTH PROFESSIONS

DEPARTMENT OF NURSING MASTER OF SCIENCE

The provisions stated in this Handbook are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make changes and designate effective dates of changes in curricula, course offerings, requirements for graduation and other regulations at any time such changes are considered to be desirable or necessary.

This handbook is revised annually, and the final version posted by the end of August each year

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Section I: *History, Mission, Vision, Philosophy and Accreditation*

INTRODUCTION

This handbook is prepared for the graduate students in the College of Sciences and Health Professions, Department of Nursing, Albany State University, to provide information related primarily to programs in nursing. Policies set forth in this handbook are reviewed and refined, as necessary, each year. Policies are subject to review and revision by the faculty of the Department of Nursing as necessary. The references for general policies are located in the **Albany State University Catalog** and in the **Albany State University Graduate Student Handbook**.

The Department of Nursing in the College of Sciences and Health Professions offers the Bachelor of Science in Nursing Degree and the Master of Science in Nursing Degree. The Bachelors Degree program prepares students for the National Council Licensure Examination (NCLEX-RN) and to practice as registered professional nurses. The Masters Degree program graduates are eligible to take the certification exam in their area of study. The examinations are: American Association of Nurse Practitioners (AANP) and/or American Nurses Credentialing Corporation (ANCC) for Family Nurse Practitioner (FNP) graduates and National League for Nursing (NLN) for Nursing Educators.

The program in nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN). The address of the ACEN is 3343 Peachtree Road NE, Suite 850 - Atlanta, Georgia 30326. Revised 8/2014

GREETINGS FROM THE DEAN

Welcome to Albany State University, College of Sciences and Health Professions, Department of Nursing. What a phenomenal experience you have in store for you as a nursing student and after graduation as a masters-prepared nurse! The world of health care delivery is dynamic, demanding, and daunting. The profession of nursing, however, plays a pivotal role in helping patients meet their health care needs in a caring and holistic way.

You are beginning your journey in advanced practice nursing. Those of you continuing your nursing education know that this is one of many new stops on your ongoing journey. You may end your journey as an FNP in different settings or in your own nurse-run clinic, as a Nurse Educator in a health institution or a college/university, or a Dean position in a College of Nursing. You don't have to know your ultimate final destination, but we are delighted you have planned to stop at Albany State University. As an advanced nursing student you will be challenged to devote your time and energies to reading, studying hard and preparing well so that you can provide the best care possible for your patients and become the best nurse you can be.

We, the faculty, are here to guide you through the program so that you can be as successful as possible. I counsel you to put premium gas in your tank (rest and good nutrition), keep your engine tuned up (perfect class attendance, consistent study tutoring when needed), keep that road map handy (syllabus and schedule of classes/tests), and stay determined to reach each mile-marker safely (passing exam/course grades) until you reach the end of this leg of your journey (graduation). Consult the faculty if you have any road debris or traffic jam that may prevent you from having a successful trip. Obey the rules of the road, follow the directions, seek help if you get lost, get back on track quickly, and you will successfully reach the end of this stop in your journey.

(Your name, RN, MSN).

I encourage each of you today to write down your vision, make it plain so that you may run and not faint. Remember that at Albany State University, our motto is “Students First!” We are here to assist and serve you in your journey. Best wishes to each of you.

GREETINGS FROM THE CHAIR

Dr. Cathy Williams, Department Chair & Fuller E. Calloway Endowed Professor of Nursing



The Faculty and I are pleased that you have chosen Albany State University for your graduate education in nursing. We congratulate you on your choice and are confident that you will find your educational experience here rewarding and beneficial for many years to come.

The Graduate Nursing Student Handbook has been compiled by the Faculty, with student input, in order to present information and policies that are important to your successful completion of the Masters in Nursing. You are responsible for the adhering to the policies and procedures written in this Graduate Nursing Student Handbook. I suggest that you read this handbook during your initial nursing course so that you are familiar with the Department of Nursing policies and procedures. If you have questions or concerns about any information you read in this handbook, be sure to ask your Instructor or advisor for clarification. Your suggestions are welcome for inclusion of additional information that you think would be helpful to your fellow students.

The Faculty reserves the right to revise policies, procedures, and curriculum found within this handbook at any time deemed advisable and appropriate for student success. Revisions will be distributed to you in writing or as an announcement to read via the ASU Department of Nursing web page. Replace any changes to this document as you receive the changes so that you have a copy of the updates for future reference.

HISTORY OF ALBANY STATE UNIVERSITY

Albany State University (ASU) established originally as the Albany Bible and Manual Training Institute and supported by private and religious organizations, was founded in 1903 by

Joseph Winthrop Holley. The Institute provided religious and manual training for Negro youths of Southwest Georgia. The mission was to train teachers to teach basic academic skills and to train in the trades of industries, with special emphasis on domestic institution through 1917.

In 1917, the institution became a state-supported, two-year college with a board of Trustees, and its name was changed to Georgia Normal and Agricultural College. Offering only a limited program in agriculture, the college viewed as its primary purpose the training of elementary teachers. In 1932, the Board of Regents was established, and the Institution became a part of the newly established University System of Georgia.

In order to meet the changing needs of society, the mission of the college was expanded in 1943, and the college was granted a four-year status and was authorized to confer the bachelor's degree in Elementary Education and Home Economics. At this time, the Institution assumed its name of Albany State College. Six years later, the program of the College was again expanded to include offerings in the arts and sciences, with majors in the humanities and social studies. In 1961, the baccalaureate nursing program was initiated as a Division of Nursing.

Always striving to address the educational needs of the time, the graduate studies program, a cooperative effort with Georgia State University, was added to the curriculum during the fall of 1972. Under this program, masters degrees were offered in business education, mathematics education, elementary education, English education, health and Physical education, music education, and science education (biology, chemistry, and physics). In the spring of 1975, a masters degree in business administration, through Valdosta State College, was added to the graduate program.

The Division of Nursing received initial accreditation by the National League for Nursing in December, 1982. Under College reorganization in 1985, the nursing program was designated a school with two (2) departments, Nursing and Allied Health Sciences. This school's designation placed the authority of its leader, a nurse, with the status of academic dean directly responsible to the Vice President for Academic Affairs as do the other four (4) Deans, (Deans of Arts and Sciences, Business, Curriculum and Instruction and Graduate School).

Albany State College was approved to award the Master of Business Administration Degree and the Master of Education Degree Fall, 1981. By the 1982 Spring Quarter, the Board of Regents had also granted approval for the College to offer the Master of Science Degree in Criminal Justice. After the Graduate School became the fifth academic unit of the College, the Cooperative Education Specialist in Educational Administration and Supervision with the University of Georgia was offered.

The newest programs, the Master of Public Administration and the Master of Science in Nursing Degrees, became effective Fall Quarters 1987 and 1988, respectively. In 1994, the School received approval to offer the Family Nurse Practitioner Master of Science in Nursing Degree. By 1995, the Master of Science in Nursing curriculum again refined its areas of concentration to Clinical Nurse Specialist, Family Nurse Practitioner, and Nursing Administration. On June 11, 1996 the college's name was officially changed to Albany State University. Alumni data indicate that Albany State University Nursing Graduates are widely represented at all levels and fields of professional nursing. The Clinical Nurse Specialist and the Nurse Administrator concentrations were suspended in 2005 due to low enrollment in these concentrations. In 2005 the Nursing Department initiated the RN-MSN concentration with the first students registering in Spring 2006 and graduating in Spring 2008.

On July 1, 2006, the College of Health Professions became the College of Sciences and Health Professions. This newly expanded College now includes not only the Department of

Nursing, but also the Department of Criminal Justice and Forensic Science, the Department of Math and Computer Science, and the Department of Natural Sciences.

MISSION STATEMENT OF ALBANY STATE UNIVERSITY

Albany State University, a historically black institution in Southwest Georgia, has been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute, to its designation as university. Founded in 1903 to educate African American youth, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse student population. A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation, through teaching, research, creative expression, and public service. Through its collaborative efforts, the University responds to the needs of all its constituents and offers educational programs and services to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate students to become outstanding contributors to society. Offering Bachelor's, Masters, and Education specialist degrees, and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the natural sciences. Global learning is fostered through a broad-based curriculum, diverse University activities, and the expanding use of technology.

A leader in teacher education, nursing, criminal justice, business, public administration and the sciences, Albany State University provides a comprehensive educational experience with quality instruction as the hallmark of all of its academic programs. The University embraces the concept of "students first" as a core institutional value and is committed to "education on a personal level." The University advocates the total development of students, especially the underserved, and provides a wholesome academic environment in which students can study, learn and develop through their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders.

Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty and staff;
- cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society.
- technology to advance educational purposes, including instructional technology, student support services and distance education;
- collaborative relationships with other System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.

With other state universities in the University System of Georgia, Albany State University shares:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or states;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected Master's and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;
- a commitment to public service, continuing education, technical assistance and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for the under-served population and committed to the following distinctive purposes:

- providing of quality educational experiences for under served populations in the region, state and nation;
- promoting and preserving of the historical and culturally distinctive traditions which define African-American culture;
- offering of a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;
- graduating marketable students not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;
- improving the quality of life of African-American males via the educational, research, intervention and service programs coordinated through the Center for the African-American Male.

VISION STATEMENT

Albany State University, a public HBCU, will be recognized as a preeminent institution of higher education in the University System of Georgia and in the southeastern United States.

GRADUATE STUDIES

The purpose of the graduate degree programs is to further develop qualified students to assume positions of leadership and responsibility within the Southwest Georgia community at-large, as well as within the individual's chosen career field. Toward this end, graduate degree programs are designed to enhance each student's ability to:

- Reason creatively and analytically.
- Communicate effectively theories and concepts of his/her chosen academic discipline.
- Pursue knowledge at higher levels of study.
- Function efficiently and effectively as a professional in a complex and changing world.

Mission Statement of the Department of Nursing

The mission of the Department of Nursing is to provide comprehensive nursing education to a cultural, ethnic, racial and gender diverse student population consistent with the mission of the Albany State University. The Department of Nursing seeks to foster the growth and development of the region, state, and nation through teaching, research, quality health care delivery and public service. In collaboration with academic and healthcare institutions and state agencies, the Department of Nursing is completely committed to developing and enhancing programs and services to improve the health and quality of life of the citizens of southwest Georgia.

The primary mission of the Department of Nursing is to prepare safe, competent, effective, and efficient professional nurses to provide or facilitate health care to diverse populations and underserved communities. Integral to this mission is a supportive and diverse faculty delivering comprehensive and technologically enhanced didactic and experiential learning activities. These learning activities support the holistic development of students as learners, leaders, and contributing members of society, who embody the ideals of professional nursing in a global society. The completion of these learning activities will prepare the students for success on the national licensing or certification examination(s), demonstrating competency in the delivery of evidence based nursing care. (Revised May, 2011)

DEPARTMENT OF NURSING Statement of Philosophy

The Department of Nursing is committed to the overall mission of Albany State University. In addition to graduating a diverse student body in nursing, we are proud to offer the professional degree in nursing. The BSN degree provides the foundation for advanced and graduate study in nursing. The goal of our Programs in general are to increase the number of nursing graduates who are adequately prepared to enter the healthcare workforce and provide holistic, culturally-competent care, thereby decreasing the shortage that the nation in general, and the South, in particular, currently face.

The faculty of the Department of Nursing believes that the primary concern of nursing is meeting the health needs of people, families, and communities. Therefore, the philosophy reflects the faculty conceptualization of the interrelatedness of person(s), health, environment, and nursing. The philosophy further explicates our beliefs regarding teaching-learning and nursing education on the baccalaureate and masters levels.

PERSON:

A person is viewed as a unique holistic being in a continuous state of becoming, who operates as an open system, behaves as an integrated whole, and utilizes adaptive mechanisms in responding to needs. These needs include both internal and external stressors, which result in behavioral and physiological changes throughout the life span.

A person exists within the context of culture and groups in local and global communities. Each person has the potential for management, self-direction, and self-fulfillment. This potential influences a person's growth process, individual communicative abilities, and self-care behavior. Nursing respects the rights and self-care abilities of the individual as an active participant in health care.

HEALTH:

Health is a state of being and is viewed as a dynamic process, rather than an absolute state. This process ranges across the lifespan, from wellness to illness or death. The interactive behaviors, which the person utilizes in response to stressors in the internal and external environment, become major determinants of her/his level of wellness. The faculty's view of health incorporates the wellbeing of the individual, family, community, and society as a whole. Nursing has the responsibility to advocate for quality health care for all.

ENVIRONMENT:

The environment is both internal and external, and involves all factors and/or influences surrounding the person. The internal environment consists of all forces or interactive influences contained solely within the person. The external environment consists of all forces or interactive influences existing outside the person including family, socio-cultural, political and community variables. Both the internal and external environments influence each other. Responses of the person emanate from the internal environment. The internal environment is constantly challenged to meet environmental demands as well as maintain integrity and optimal health. We believe, as Florence Nightingale stated, that the purpose of nursing is to put the patient in the best condition for nature to restore or to preserve health (Nightingale, 1860).

NURSING:

Nursing is a professional practice discipline that merges art and science for the purpose of assisting others in meeting their health needs. Nursing involves a process that promotes health and wellness and prevents illness. Nursing provides care by assisting individuals to meet health needs and/or experience a peaceful death.

Nurses operationalize their roles through the processes of communicating, providing care, decision making, problem solving, scientific inquiry, teaching, managing and acting as change agents and/or as patient advocates. The efficacy of nursing is enhanced by nurses acting as dynamic forces in influencing and shaping policies that affect the health care of diverse client systems and communities.

TEACHING-LEARNING:

Teaching involves the use of innovative strategies and principles of andragogy to facilitate students in their acquisition of knowledge, skills, and attitudes. The core curriculum provides a foundation for the study of nursing concepts. Global learning of the core nursing concepts of person, health, environment, and nursing is fostered through a broad-based curriculum, diverse University and community activities, and the expanding use of technology.

Education involves the acquisition of knowledge, skills, and attitudes that assist individuals to improve themselves and society. Learning, the product of education, is a complex developmental process that results in a change in the behavior of the individual. Learning is affected by perception, motivation, experience, orientation, and the educational environment. It varies in rate and style. Insightful, reflective learning is viewed as most valuable in assisting students to acquire the knowledge, skills, and attitudes necessary to practice nursing effectively. Learning objectives go from simple to complex throughout the teaching and learning experience.

Learning is a lifelong process that reflects the individual's integration of physical, intellectual, emotional, and interpersonal experiences. The learner is an active, inquisitive being. Learning is a cooperative process whereby instructors facilitate and provide appropriate, varied theoretical, professional, pragmatic learning situations and applications. The learner has the opportunity to develop the ability needed to respond to diverse people and situations.

NURSING EDUCATION:

Nursing education is that process which fosters acquisition of nursing knowledge, skills, values, and effective leadership. Professional nursing education enables graduates to synthesize knowledge, skill, and values needed to make responsible judgments in the management of varied and sometimes complex nursing problems. Nursing education strategies are reflective of evidenced based practice that encompasses the use of research, technology, critical thinking and the work-based paradigm. Efforts to promote students' retention through early socialization to the nursing role are addressed through academic advisement, counseling, dynamic, creative, and relevant curricula, and utilization of advanced technology.

Faculty serve as facilitators of learning and role models of professionalism and scholarship. The faculty is entrusted with the development and implementation of curricula which includes the selection of educational experiences and teaching strategies that ensure the student opportunities to acquire knowledge and skills related to practice and professional growth. Patricia Benner principals of novice to expert are utilized throughout each program to ensure that the student provides the best care whether they are undergraduate students or graduate students.

Students are prepared to practice with clients of diverse cultural, spiritual, socioeconomic and educational backgrounds across the life span.

The basic preparation for professional nursing practice is the baccalaureate level. Baccalaureate education prepares the nurse to function as a generalist utilizing the triad of research, teaching, and practice in providing nursing care in traditional and nontraditional settings. The professional nurse is broadly prepared to assume responsibilities as a leader, client advocate, change agent, health care provider, health educator, and consumer of research. Baccalaureate education also prepares the graduate for further educational endeavors and future roles in nursing.

Masters education prepares a nurse for advanced nursing practice roles and is based on the creative application of knowledge, skills, and processes from the behavioral and natural sciences, nursing, and humanities. The master's program extends the theoretical foundations of nursing practice. It is designed to prepare an individual who is highly knowledgeable in advanced clinical nursing and who is able to make a significant contribution to health care. Nurses at the masters level are prepared to lead and manage collaborative efforts with physicians and other members of the health care team to conduct research and to improve practice environments.

While the generalist of the baccalaureate program functions as care giver, manager of client care, health care advocate, and change agent, the masters prepared nurse assumes advanced practice roles to the full extent of their education and training.

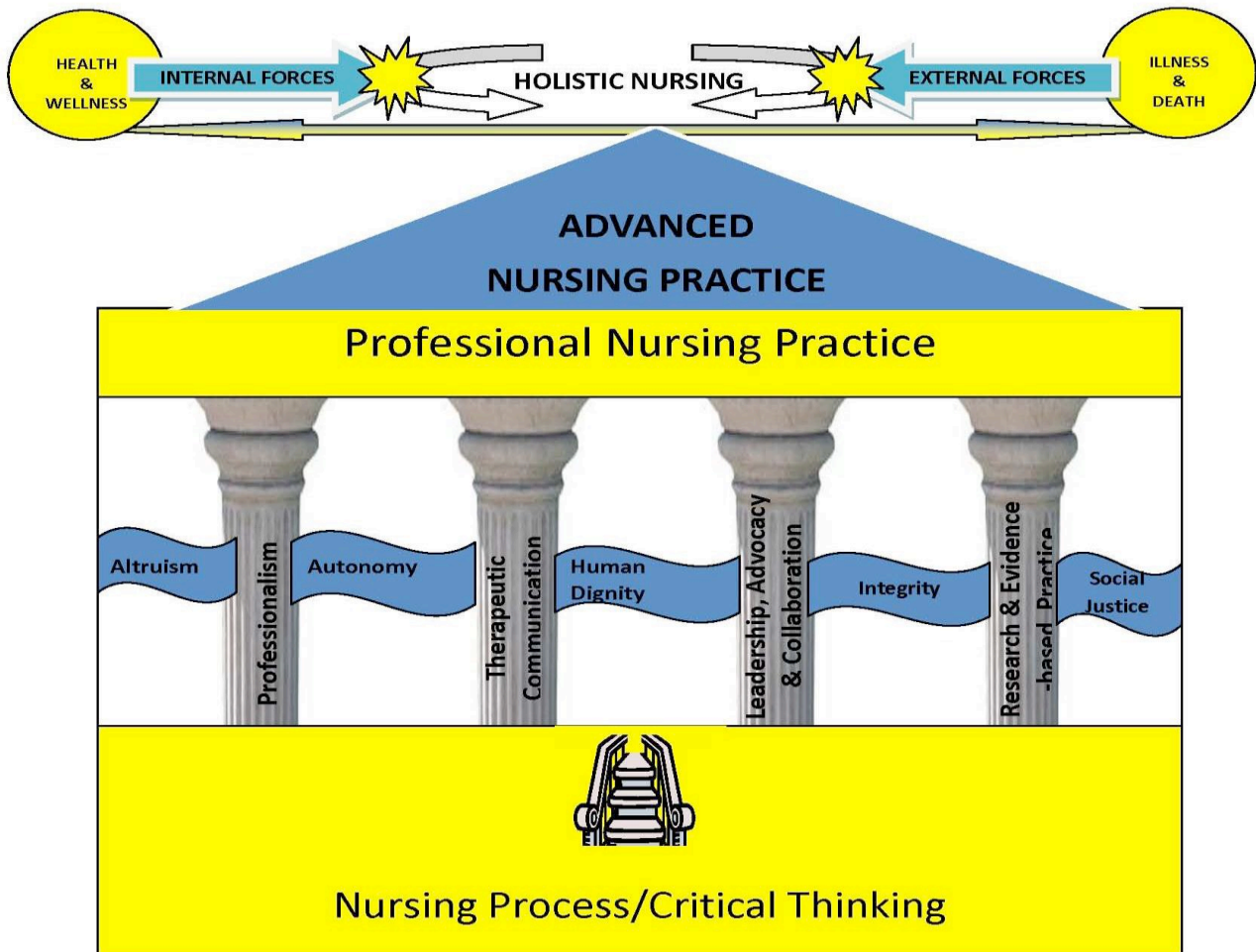
The schema on page 14 is a reflection of our philosophy and includes the nursing values we embrace. The revised schema is based on an overall systems theory. The framework is

representative of synthesis of compatible beliefs about the person, environment, nursing, teaching and learning and nursing education. The foundation of the program (critical thinking and the nursing process form the bases of the educational process which represents the systematic process used in planning and providing care to clients at both the baccalaureate (generalist) and graduate (advance practice) level. The overriding principle is that nursing education prepares the learner to serve as a lever supporting the client or supporting the patient/client directly, in maintaining balance on the health-illness continuum as the patient/client responds to the internal and external forces across the life span. The program values are threads woven throughout the curriculum as illustrated in the framework.

(Revised/approved: September 2003; May, 2011; Aug, 2014)

Department of Nursing Conceptual Framework

ALBANY STATE UNIVERSITY DEPARTMENT OF NURSING



PURPOSES OF MASTERS NURSING PROGRAM

Masters/ Graduate Program Outcomes

The nursing faculty concur with the practice competencies cited by AACN Essentials, NLN and the Institute of Medicine and revised the program outcomes in August of 2011, and recognize the need for students to gain the knowledge and skills to perform the role of the nurse as a provider of care, manager of care, and as a member within the discipline of nursing. The expected outcomes of the Department of Nursing are to prepare graduates who are able to practice nursing in changing and diverse health care settings.

PROGRAM OUTCOMES

Outcomes reflect the philosophy and the characteristics of the graduates of the Masters program as defined by Albany State University Department of Nursing. These outcomes integrate the Masters Essentials I through VIII and Advance Practice Essential I through III. Albany State University Department of Nursing program outcomes are congruent with the characteristics of graduates of masters programs established by the National League of Nursing Standards. The outcomes complement and advance the primary mission of Albany State University to educate students to become outstanding contributors to society and are in compliance with current Educational Rules of the Georgia Board of Nursing.

At the completion of the program, the graduate of the Masters Nursing Program will:

1. Professionalism

Engage in professional and scholarly activities that promote the profession of nursing and individual development in advanced practice nursing through implementation of evidence-based practice for both direct and indirect patient care (**IOM 4; AACN Essential I**).

2. Nursing Process and Critical Thinking

Integrate synthesized knowledge of behavioral and natural sciences, humanities, technology, and nursing science to perform advanced practice nursing roles to improve patient care and decrease healthcare cost (**IOM 1, 5; AACN Essential III, IX**)

3. Therapeutic Communication and Interventions

Exhibit expertise in the advanced practice nursing role of clinical nurse specialist, family nurse practitioner, nurse administrator, or nurse educator while incorporating scientific and ethical principles to improve healthcare outcomes for a diverse population (**IOM 9; AACN Essential IV**).

4. Leadership, Collaboration and Advocacy

Assume advanced leadership roles, including collaborating with members of interdisciplinary teams, and influencing policy-making that impacts positively on healthcare delivery. (**IOM 2, 6, 7; AACN Essential II, VI**)

5. Evidence-based Practice

Participate as a researcher and a consumer of research in advancing nursing science and practice in disease prevention and promotion and maintenance of optimal health across the life span (**IOM 8; ACCN Essential I, IV**).

Critically analyze healthcare data in order to promote optimal health (**IOM 3; AACN Essential I**)

RESIDENCE CLASSIFICATION

The student is responsible for registering under the proper residence classification. If there is a question about a student's right to be classified as a legal resident of Georgia, it is the student's obligation to get the matter clarified prior to registration. Please see the ASU Graduate Handbook for additional information.

WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to withdraw from ASU, after having completed registration, must secure withdrawal forms from the Registrar's Office, complete them, and have them signed by all designated offices. Students may withdraw from ASU with a grade of "W" prior to the midterm date. After this deadline, a student who finds it necessary to withdraw must have evidence to support the reason for approval from the Vice President of Student Affairs and the Vice President for Academic Affairs to receive a grade of "W". Students entitled to a fee refund will be mailed a check from the Office of Fiscal Affairs. For additional information, please see the ASU Graduate School Handbook.

ACCREDITATION

Albany State University is accredited by the Southern Association of Colleges and Schools as a Level IV institution, the National Council for Accreditation of Teacher Education, the Georgia Department of Education, the Association of Collegiate Business Schools and Programs, the Accreditation Commission for Education in Nursing (ACEN), and approved by the Georgia Board of Nursing. Revised 8/2014

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Section II: Admission, Progression, Retention, Readmission, Graduation, Post- graduation and Termination Policies

ADMISSION CRITERIA

To enter the program leading to the Master of Science in Nursing Degree, the student must meet the requirements established for all graduate degree programs at Albany State University. The applicant interested in the Family Nurse Practitioner program must meet specific criteria in addition to Graduate Nursing Program criteria. For regular admission to the Graduate Program, the applicant should:

1. Possess a Baccalaureate Degree in Nursing from an NLNAC-approved program.
2. Have a grade point average of 3.00 on a 4.00 scale or 2.00 on a 3.00 scale.
3. Have evidence of current Professional Nurse License in Georgia prior to entering the functional track.
4. Arrange for a personal interview with the MSN Coordinator.
5. Have a Graduate Record Examination (GRE) score of (revised score required 146 Verbal 140 Quantitative or better, or a Miller's Analogies Test (MAT) score of 402 or better.
6. Submit two references regarding professional accomplishments and academic potential (if the references submitted to the Graduate School are not professional references).
7. Submit copy of malpractice insurance (proof of malpractice insurance is not required until the student begins clinical).
8. Complete the following undergraduate prerequisites: Health Assessment, Statistics, Pathophysiology, and Nursing Research.
9. For RN-MSN students, the following admission criteria apply:
 - a. Graduates of associate degree programs who choose the RN-MSN Program must meet RN-BSN requirements and complete required undergraduate course work.
 - b. The students must be eligible for Regular admission to the Graduate School for admission to the RN-MSN Program.
 - c. Minimum undergraduate GPA of 3.0 (on 4.0 scale) plus minimum Graduate Record Examination (GRE) of 140 quantitative and 146 verbal, **or** a minimum score of 402 on the Miller Analogy Test (MAT).
 - d. The student may not complete more than 9 hours of graduate coursework prior to completion of the undergraduate coursework.

Graduate Policy Statement

Admission and Readmission

Official acceptance or denial is verified by a letter from the Graduate School. Students who are admitted and do not enroll for the semester in which they were admitted must submit another application if they want to attend Graduate School at a later date. Application records are maintained for only one year. Students who were previously enrolled and have not been in attendance for one or more semester must apply to the Graduate School for readmission.

Faculty members at ASU may be allowed to enroll in graduate classes with an approved graduate application by the Dean of the Graduate School and academic officials. However, they are prohibited from taking classes in their assigned academic department. If a faculty member is interested in pursuing a specific graduate degree, then he/she is encouraged to matriculate at another university.

Falsifying admission information and related document will result in immediate termination from the graduate program at Albany State University.

ADMISSION STATUS

There are three types of admission for students interested in pursuing the Master of Science in Nursing Degree: Regular, Provisional, and Non-degree.

Regular Admission

Applicants may be granted regular admission to the Graduate School if they have met the minimum degree program requirements of grade-point average and standardized test scores (44 on the Miller Analogies Test (MAT), or score 140 on the quantitative portion of the GRE and 146 on the verbal portion of the GRE plus provided the aforementioned material and information. GPA, test scores, references letters, previous graduate work and interviews are used together to determine the candidate's overall likelihood of successful performance in the ASU graduate program and eligibility for regular admission. Individuals must achieve regular admission status before they can graduate. Only those with this status are eligible for graduate assistantships (Graduate School Catalog).

The student has met all admission requirements and is admitted to the graduate nursing program with full graduate status.

Provisional Admission

Applicants who do not fully meet the requirements for regular admission may be considered for provisional admission. The following criteria must be met:

1. An undergraduate degree from a regionally accredited college or university with an undergraduate major in, or prerequisites for, the planned field of study, where applicable.
2. An undergraduate grade-point average of at least 2.2/4.0.
3. A score on the MAT of no less than 27; a score on the Aptitude Test of the GRE of no less than 135 on the quantitative and 140 on the verbal; or an appropriate score on the GMAT in accordance with program criteria.

A student satisfying nine semester hours of course work in provisional status with no grade of less than “B” may be admitted to regular admission. Otherwise, the student’s enrollment is terminated. Individual programs of study may have higher provisional admission standards.

(Graduate School Catalog 2006-2009)

The applicant who does not meet in full the requirements for regular admission may be referred to the Graduate Admissions Committee in Nursing for recommendations pertaining to acceptance. In some instances, the applicant may be required to fulfill prerequisites designated by the committee. Students with less than a 2.5 cumulative GPA cannot be considered for this category.

While in provisional admission status, certain conditions must be met before achieving regular graduate status. These conditions are discussed with the student during an admission interview with the MSN Coordinator. No more than nine (9) semester hours of graduate courses may be completed in this category. The applicant admitted to this category is required to maintain a 3.00 GPA in the first nine hours of graduate courses prior to changing to regular admission status. The student who does not maintain 3.00 GPA will be asked to withdraw from the program. No more than nine semester hours of graduate courses taken while in this category can be credited toward degree requirements at a later date.

Non-Degree Admission

No student will be allowed to take more than nine (9) hours in non-degree status. If a student has not gained eligibility for provisional or regular status by the time the nine hours are completed, then the student will be automatically dropped from the program.

A student admitted to a graduate certification program may earn more than nine credit hours; however, only nine hours will be accepted toward the Master’s degree.

Seniors: Albany State University undergraduate students with senior standing may be admitted to non-degree status in the Graduate School and register for graduate courses if each of the following conditions is met:

1. The student has an overall 3.0 or better grade-point average.
2. The Vice President for Academic Affairs approves the academic department’s recommendation for the student to apply to the Graduate School.
3. The student applies and is accepted as a non-degree student in the Graduate School.
4. The student follows the same regulations for all non-degree students in the Graduate School.
5. As with all non-degree students, only nine (9) semester hours taken in non-degree status by ASU seniors may be applied toward a Master’s degree at the University.
6. Seniors who have been approved by the Vice President for Academic Affairs and accepted as non-degree students in the Graduate School are limited to a maximum of 12 semester hours of graduate courses per semester. Such students are allowed a maximum of 15 semester hours of courses (combined graduate and undergraduate) per semester. (Graduate School Catalog)

Where deficiencies exist, the applicant may be admitted as a non-degree student on the condition that specific makeup or pre-requisite undergraduate courses are completed before qualifying for regular admission. The student with less than a 2.2 cumulative GPA will not be considered for this category. All conditions to be met while in this admission status are discussed during an admission interview with the MSN Coordinator. Admission to this category requires

that the student maintain a 3.00 GPA on all courses attempted. No more than nine (9) semester hours of graduate courses can be taken while in this category.

An undergraduate student from another institution is not allowed to enroll in graduate nursing courses at Albany State University. Admission to the Special Admission category does not warrant or secure admission to the Graduate Nursing Program.

Transient Admission

A full-time graduate student in good academic standing at another institution may enroll for one semester as a transient student. The regular institution must provide written authorization for the student to enroll under this status. Copies of transcripts and standardized test scores are not required.

PROCEDURE FOR CHALLENGING PREREQUISITE COURSES

An applicant to the Graduate Nursing Program may challenge the pre-requisites of undergraduate Health Assessment and/or Pathophysiology. Evidence of related work experience with supporting documents must be provided.

Failure to successfully complete the challenge exam on the first try will necessitate a student taking the course. A copy of the course outlines and name of textbooks for the courses listed above may be obtained from the course instructors.

Advising graduate students admitted lacking pre-requisites

1. Graduate students admitted in non-degree or provisional status who have needed pre-requisites will have the pre-requisites listed at the top of the Program of Study.
2. Each student must develop a Program of Study with the appropriate Graduate Nursing Advisor. The Program will be placed in his/her folder a plan and timeframe for removing the pre-requisites. The student, advisor and the MSN Coordinator must sign the plan.
3. Included in the student's folder will be a statement signed by the student that he/she understands that he/she cannot take more than nine (9) hours until pre-requisites are satisfied.
4. The MSN Coordinator will review the student's progress prior to final examinations each semester (until pre-requisites) are met and will submit a letter to the Chair/Dean when all pre-requisites have been met.
5. If pre-requisites are not met prior to the end of the semester in which nine hours have been completed, the students will be advised in a letter from the Chair/Dean that the student may not enroll in additional courses until the pre-requisites have been completed and the student's Graduate status changed.

POST MASTERS CERTIFICATION

Students with a Masters degree in nursing may be admitted for a post masters certification in Nursing Education or Family Nurse Practitioner (FNP). The applicant must meet with the MSN Coordinator and his/her graduate nursing advisor to design a program of study to complete post masters requirements.

CHANGE OF ADMISSION STATUS

A student admitted to graduate studies remains in the original academic status until he/she is notified in writing of the approved change by the Registrar.

Appeal of Admission Status

Decisions regarding the student's admission status may be appealed. Information regarding appeal procedures may be secured from the Office of the Dean of the Graduate School. Such appeals and their associated documentation are referred to the Graduate Council for consideration. The student has the right of further appeal to the Vice President for Academic Affairs and the President of the University.

Readmission

Students who were previously enrolled and have not been in attendance for one or more semester (excluding summers) must apply to the Graduate School for readmission. Upon readmission to the graduate program, the student must follow the curriculum and meet the degree requirements that are in effect at the time of readmission. Reentry forms may be obtained from the Office of the Dean of Graduate School or from the MSN Coordinator.

Reactivation

A student who has been accepted to graduate studies, but has never attended, must submit a Reactivation Application for readmission to graduate studies. Documents on students who do not enroll are retained in the Office of the Dean of the Graduate School for one year only. Reactivation Forms can be obtained from the Office of the Dean of the Graduate School.

PROGRESSION POLICY

The Student is responsible for adhering to all pre-requisite and co-requisite requirements as stated in the Department of Nursing Handbook and as described in the University Graduate Catalog.

Satisfactory performance in the clinical area is necessary for a passing grade in each clinical course and for progression in the nursing program. A student who receives an unsatisfactory grade in a nursing course (clinical or non-clinical course) will be allowed to repeat the nursing course one time when it is offered again in the curriculum at Albany State University. An unsatisfactory in a pre-requisite course means that the student will be unable to progress in the nursing program until the same course is satisfactorily completed.

GRADING SYSTEM

Final grades are submitted at the end of the term to the Records Office, and these are made part of a student's permanent record. Grades are available to students using the ASU website (BANNER). The official grades with their quality points are found in the University Graduate Catalog.

GRADING POLICY

The following is the grading scale for nursing courses:

A= 90 - 100

B= 80 - 89 - A grade of "B" or better is considered "passing" for graduate courses

C=	75 - 79
D=	65 - 74
F=	64 & below

GRADE ROUNDING

Course grades of graduate students are not rounded. For example, if a student has a grade of 79.999, the student's grade will not be rounded and the grade entered will be "C". A grade of less than "B" is not accepted for any nursing course and the course must be repeated if it is the first "failing" grade. No graduate student may fail two nursing courses and remain in the program.

GRADE APPEAL PROCESSES

Course Grade Appeal Process

Any student may appeal to his/her course faculty for assistance in the resolution of academic problems. Grade appeals must be made within 10 days of receipt of the final course grade. (If a grade appeal is made for a specific assignment/test, the appeal must be within one week of receipt of the grade.)

1. If the student is dissatisfied with the final grade, every effort should be made to resolve the problem(s) with the instructor(s) before the semester ends. The student must notify the course faculty in writing of the intent to appeal the grade with a copy of the letter to the MSN coordinator.

If the grievance is unresolved at that level, the student should utilize the following chain of command:

2. Confer with the MSN coordinator and the advisor. If unresolved, the student may write an appeal letter to the Admission-Progression Committee who will search out all facts and gather correct information and make recommendations to the instructor and chairperson.

If unresolved, the student may appeal in writing as necessary to the following

3. Chairperson, Department of Nursing. If unresolved,
4. Dean, College of Sciences and Health Professions. If unresolved,
5. Vice President for Academic Affairs or Vice President for Student Affairs (depending on the situation). See University Student Handbook and ASU Catalog for further progression.

PROGRESSION REQUIREMENTS AND SCHOLASTIC WARNING

The University is committed to offering quality graduate programs. For this reason, caution is exercised in retaining any student whose grade falls below acceptable academic standards.

The student must maintain a 3.00 grade point average to progress in the graduate program and must receive at least a "B" in each course taken. A student who does not earn a "B" in each graduate course must repeat the course when it is next offered at the University. Only one graduate course may be repeated. In those cases where the repeated course is a prerequisite to another course, the "B" must be obtained prior to proceeding with the nursing course sequence. Grades of "C" or less in all graduate courses will not be credited toward graduation; however, all grades received will be used in the calculation of the cumulative grade point average. Courses taken as pre-requisites for the graduate program will not be calculated in the cumulative GPA.

A student whose cumulative GPA falls below 3.00 at the end of a term will receive a warning from the Vice President for Academic Affairs. If, at the end of the next term of enrollment, the 3.00 cumulative GPA is not achieved, the student will be withdrawn from the graduate program. The student who is withdrawn may apply for readmission after a period of one year.

Scholastic Termination

A graduate student is subject to scholastic termination for the following reasons:

1. Failure to achieve a 3.00 cumulative grade point average by the end of the next term of enrollment following scholastic warning.
2. Failure of comprehensive examination(s) for a second time.

DISMISSAL POLICY

- A second failure of a graduate nursing course constitutes grounds for dismissal from the graduate nursing program
- If, in the judgment of the instructor or supervisory person in a contracted clinical facility, there is reason to question the emotional or physical condition of a student or the safety or the quality of nursing care provided, the instructor has the responsibility to dismiss the student from the clinical or university laboratory. The plan for clinical dismissal is as follows:
 - When an incident occurs, the faculty will request the student to leave the clinical/laboratory immediately.
 - The faculty will communicate to appropriate hospital/supervisory personnel regarding the problem.
 - The faculty will refer the student for appropriate professional follow-up.
 - The faculty will provide written documentation of the incident to the departmental chair and the student within 24 hours of the incident.
 - The student has the right to appeal in writing to the Chair (and then the Dean) if the decision is unacceptable to him/her, in accordance to university policy.
 - Upon receipt of written appeal, the Chair (or Dean) will notify the student in writing of subsequent steps to take for redress of the decision, according to University policy.

TIME LIMITS

Students admitted to the graduate nursing program must graduate within six years from the date of admission (into the program under either provisional or regular status) or beginning of the first clinical (define which courses for FNP and NE) nursing course, whichever is later.

APPLICATION FOR GRADUATION DEGREE

Application for graduation must be completed one semester in advance of the anticipated date of graduation. This form may be obtained from the Registrar's Office (or under "Registrar" under quick links on the ASU website) and must be accompanied by a Final Planned Program of Study filed by the department. (ASU Graduate handbook).

DEGREE REQUIREMENTS

To earn the Master of Science in Nursing degree, a student must meet the criteria identified below:

- Earn a 3.00 grade point average calculated on all graduate work attempted, including transfer credit approved in advance of enrollment.
- Complete a minimum of a thirty-six (36) semester hours (44 hours in FNP Program) of prescribed curriculum with an overall grade point average of 3.00 or better.
- Earn a 3.0 grade point average calculated on all graduate work attempted, including transfer credit approved in advance of enrollment in the program.
- Earn a minimum of 27 (35 for FNP students) semester hours in residence.
- Complete all course work within six years of the date of admission or beginning of the first clinical nursing course, whichever is later.
- Pass all departmental comprehensive examinations and complete a thesis or major research project.

TRANSFER CREDIT

Only nine (9) semester graduate credit hours may be transferred from another accredited institution to Albany State University for the purpose of partially fulfilling requirements for the masters degree.

Transfer credits are subject to the following requirements:

1. Transfer credits must be approved in advance by the MSN Coordinator.
2. Transfer credits are limited to courses in which a grade of "B" or better was awarded. The approved transfer credits cannot be older than six years by the date of graduation.
3. Courses offered for transfer credit must not have been used in fulfillment of another degree.
4. Courses offered for transfer credit must have the approval of the Vice-President for Academic Affairs following the recommendations of the Dean of the Graduate School and the Dean of the College of Sciences and Health Professions.
5. Acceptance of transfer credit does not reduce the residency requirement.
6. A petition of acceptance of transfer credit must be filed with an official academic transcript and a copy of the catalog description of the transfer courses.
7. The credit hours may not exceed the nine semester hours of graduate credit allowed by transfer credit.
8. The course(s) must be taken in residence at an accredited institution and not by correspondence.

9. The course(s) must be designated as graduate course(s) in an approved graduate program.
10. The course(s) must be equated with course(s) in the curriculum of the graduate program or considered as an acceptable elective.
11. The student should follow up on the application for transfer credits within one month of the application date, provided that no response has been received.

COMPREHENSIVE EXAMINATION

The purposes of the comprehensive examination is to: (a) evaluate the student's theoretical and analytical knowledge of nursing, research, and other critical scientific concepts, issues, and processes presented in advanced core courses; and (b) evaluate the student's ability to apply critical nursing and other scientific theory in clinical decision making at the advanced level of nursing practice. To be eligible to take the departmental comprehensive examinations, the student must have a cumulative GPA of 3.00 or greater.

The departmental comprehensive examination is administered by Graduate Faculty representing the student's area of clinical concentration or specialization at the completion of clinical coursework and prior or the same semester the student will be completing enrollment in Thesis/Project.

The student has one opportunity to retake the comprehensive examination. Additional study may be required before the exam may be retaken, as determined by the faculty advisor and the student. A student who does not pass the examination on the second attempt is not permitted to continue in the program (see Appendix - Examination Results).

A student must be registered during the semester in which the comprehensive examination is taken. The comprehensive examination can be taken only once in a given semester with a maximum of [two] attempts permitted. The comprehensive examination will be administered each term during the scheduled final exam period as publicized by the university. A letter of intent to write the examination must be filed with the MSN Coordinator one month prior to the first day of the publicized final exam period for the term in which the examination is to be written. The student will be notified in writing of the date, time, and place of the exam. The exam will be administered once per semester. Examination objectives will be given to the student prior to scheduled testing.

POST-GRADUATION ACTIVITIES

Post graduation, students are encouraged to participate in the following activities.

- Become members of the Albany State University Alumni Association.
- Keep up-to-date name and address information on file with the university and department/college.
- Report professional and educational advancement in the field of nursing or other field.
- Complete post-graduation evaluations at one year and five years and as necessary.

THE RIGHT TO SHARE IN POLICY MAKING

The Albany State University student has a right to an appropriate voice in his/her social or academic affairs; however, this right is subject to the supervisory responsibility of the institution (See Graduate School Handbook).

The student in the Department of Nursing is first and foremost a member of the Albany State University student body which entitles this student to be a member of the Student Government Association (SGA) of Albany State University, and each enjoys all of the rights and privileges of the SGA and the Student Body of Nursing. The student is eligible to be a member of professional organizations and is also encouraged to participate in University functions in order to achieve appropriate representation on committees.

Section II: Other Guidelines, Policies, Procedures, and Professional Standards

ADDRESS/NAME CHANGE

Any student who discovers that his name or address has been entered incorrectly in the computer or any student whose name or address has changed is responsible for having her/his name and/or address corrected as soon as possible.

Procedure:

1. Obtain a request for name and/or address correction from the Registrar's Office.
2. Complete the appropriate section of this form. If only the address is to be corrected, only that section of the form should be completed. If the name is being changed, a document to support the change, i.e., marriage license, should be attached. The student's signature and social security number must be placed on the form before it can be processed.
3. Return the form with appropriate documentation, where needed, to the Registrar's Office.

CLASS/CLINICAL ATTENDANCE POLICY

When students are absent for emergency reasons, the number of excused absences permitted should not exceed the number of credit hours awarded for the course except for the most extreme unavoidable emergencies (e.g. death of family member, jury duty, etc). The instructor will officially certify all excused absences. The instructor may drop the grade by one letter when the student has exceeded the number of excused absences.

CLASS ATTENDANCE POLICY (On-line)/ INTEGRATION OF TECHNOLOGY

Class attendance is mandatory at Albany State University. ASU's attendance policy states:

All students are expected to be in class on time for all class meetings. Attendance begins on the first day of class and all students are expected to be present for all scheduled web classes, unless prior arrangements have been made with the instructor.

Online courses are accessed through <http://vista.usg.edu>. Students will be provided with a User ID and a password. The WebCT course homepage will host a number of facilitated activities for the students, including the syllabus, required activities and assignments, course calendar, and a gradebook to track individual progress. Students are expected to visit both the course homepage and the Graduate Nursing Student/Faculty Homepage a minimum of twice per week to check for e-mail, announcements, download appropriate course material, and post required assignments. Your timely responses to the weekly assignments/discussions will be used to validate your attendance. **Failure to respond on-time weekly will be considered a missed class. See attendance policy above.**

Netiquette

Netiquette provides basic information about writing online that allows you to:

- Be properly understood.
- Get your points across effectively.
- Avoid getting anybody annoyed.
- Avoid looking like a "beginner" on the Net.

- Remember the Golden Rule – don't do anything to other users that you would not like done to you. (Likewise, remember to give what you would like to receive).
- Don't publicly post email that another person has sent you unless the sender gives his or her permission.
- One of the first rules you learn when you get online is: Don't write EVERYTHING IN UPPERCASE! It may be easier to type that way, but it instantly tells everybody that you are new to the Net. Uppercase is sometimes used when somebody wants to indicate that they are SHOUTING! But few people will read a message that SCREAMS at them.
- Don't engage in "flaming" (i.e. hate-filled messages, expressing outrage).
- Before you start to type, think first about what you want to say and get your thoughts together. It is best to prepare your responses in a word processing program (like MS Word) and then cut and paste your response to the course room. This saves the embarrassment of misspelled words and poor grammar.
- Double-check your tone and humor and always re-read your response and complete spell check before posting.

Students should be able to perform basic computer operations such as:

1. Installing/Downloading new software
2. Starting and closing a program
3. Copying, saving, moving and deleting files on your computer
4. Using a web browser such as Internet Explorer or Netscape Navigator
5. Using word processing software such as MS Word; copying and pasting between programs
6. Using mail for communication and to exchange files

ELECTIVE COURSES

Student may enroll in elective clinical courses in order to enhance or facilitate greater understanding of the concepts and content. Faculty will assist the student is preparing arrangements for elective clinical affiliation.

ETHICAL STANDARDS

The graduate student is expected to follow the Code of Ethics for Nurses. Each person, upon entering the profession, inherits a measure of responsibility and trust of the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The Code was adopted by the American Nurses' Association (ANA).

ANA CODE OF ETHICS:

The ANA House of Delegates approved these nine provisions of the new *Code of Ethics for Nurses* at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised *Code of Ethics for Nurses With Interpretive Statements*.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, © 2001 By American Nurses Association. Reprinted with Permission. All rights reserved.

HONOR CODE:

Nursing students will adhere to an Honor Code. They will not engage in cheating or plagiarism. **Cheating** is defined as giving or receiving information from any source during an examination, quiz or with general course work. Students are encouraged to refrain from behavior which may give the appearance of cheating, such as (a) talking with other students during examinations; (b) talking with other students in the hallway when either or both have not completed a test; (c) taking tests in other than properly designated areas; or (d) sharing information contained on a test with another student when the student has not yet taken the test. **Plagiarism** is defined as claiming another's work as one's own work or failing to give the other person credit. Any document with greater than 20% similarity will be considered plagiarized and will result in a zero on the paper and possible dismissal from the program. Revised 2012.

CHEATING AND PLAGIARISM

Cheating and plagiarism are academic grounds for expulsion from graduate studies at Albany State University. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit.

If a student is found cheating on any exam or course assignment in the Nursing Program, he/she will receive a zero on that exam or assignment without the possibility of a retake on the exam or assignment, fail the course, and will be dismissed from the program (effective Spring 2006).

PROFESSIONAL BEHAVIOR:

Students will exhibit appropriate professional behaviors in class, labs, and clinical settings. Appropriate professional behavior is defined as behavior that demonstrates respect for others, personal integrity, and responsibility. A student may be denied permission to continue in the program if, in the opinion of the faculty, the student's knowledge, character, and mental or physical capacity cast doubt upon the student's potential to function as a professional nurse.

Health Information Portability and Accountability Act (HIPAA):

The nursing student must keep in confidence all knowledge about any client. Such matters are not to be discussed with friends, family, roommates, or other lay persons. The client's complete name should not appear on written work to be turned in to the instructor. Discussion of confidential information about a client other than in clinical conference or with other members of the health team in inappropriate settings is a serious breach of ethics and is grounds for dismissal.

HEALTH REQUIREMENTS FOR NURSING STUDENTS

The student is required to submit evidence of a physical examination to Student Health Services upon admission to the University. Chest X-rays and/or tuberculin tests may be required annually. Should there be special requirements (such as throat cultures) for specialized areas, students must comply before clinical assignments begin. Hepatitis B vaccine is available for purchase through Student Health Services. Affiliating hospitals strongly recommend that students have the Hepatitis B series.

PROFESSIONAL LIABILITY INSURANCE:

The student is required to carry professional advanced practice liability insurance at a rate identified by the course faculty – students in the FNP concentration must have advanced practice coverage. Coverage will begin with the first clinical course and extend throughout the nursing program. Failure to keep insurance coverage in effect can result in inability to remain in the clinical setting. Insurance company information may be obtained from the Graduate Faculty advisors. The student must have personal health insurance prior to attending clinical rotations in clinical agencies.

Section III: Clinical Guidelines, Policies, Procedures, and Professional Standards

ADMISSIONS TO FNP PROGRAM

Each Fall, a new class of students is admitted to Albany State University Family Nurse Practitioner Program. The Admissions Committee selects those candidates who show the most promise to becoming outstanding nurse practitioner. We look for intelligent, mature and highly motivated students from diverse educational background and cultural backgrounds that have the potential to become leaders in our profession.

*Admission decisions are based on the evaluation of the applicant's academic record, personal statements, previous medical experience, GRE or MAT scores, and the formal interview. Only applicants formally interviewed by the ASU FNP Program Admissions Committee will be considered for admission. Applicants with the highest ranking will be sent an invitation for interview both via email and mail. **Applicants are responsible for keeping their email and mailing address current through Bannerweb.***

The ASU FNP Program does not discriminate in admissions against individuals on the basis of race, sex, color, religion, disability, illness, age, sexual orientation, gender identity and expression, veteran status, national or ethnic origin, or socioeconomic background. There are no specific policies or practices that favor specific groups of applicants. Each application is reviewed and the merits are considered individually.

Once the completed Graduate Program application is received, it is reviewed for verification of completion and qualification. Please forward completed application to ASUMSN@asurams.edu.

Graduate School Admission and Family Nurse Practitioner Program applications are located on the ASU website. If the application is complete and qualified, applicants will be e-mailed with instructions regarding the next step in the admission process.

If the application does not meet all the requirements of the program, it is identified as not qualified and ineligible for consideration. Applicants will be notified by e-mail.

In order to complete the program and requirements of the curriculum, candidates for the FNP Program must have sufficient somatic sensation and the functional use of vision and hearing to permit them to carry out the activities described in Sections 1 through 5 below.

1. Observation

*Candidates must have sufficient sensory capacity to observe in the clinical setting, the laboratory, the outpatient setting, and at the patient's side. Sensory skills adequate to perform a physical examination are required including **functional vision, hearing, smell, and tactile sensation**. All these senses must be adequate to observe a patient's condition and to elicit information through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.*

2. Communication

Candidates must:

- *be able to communicate effectively and sensitively with patients and others in both academic and healthcare settings*
- *be able to speak and hear clearly*
- *show evidence of effective written and verbal communication skills including the ability to read*
- *be able to describe changes in mood, activity and posture, and perceive non-verbal communications.*

3. **Motor**

Candidates should have sufficient motor function to:

- *diagnose patients by palpation, auscultation, percussion, and other diagnostic maneuvers*
- *execute movements reasonably required to provide general care and emergency care to patients, including but not limited to:*
 - *cardiopulmonary resuscitation*
 - *administration of intravenous medication*
 - *application of pressure to stop bleeding*
 - *opening of obstructed airways*
 - *suturing of simple wounds*
 - *performance of simple obstetrical maneuvers*
- *negotiate patient care environments and must be able to move between settings, such as clinic and hospital*
- **Physical stamina** *sufficient to complete the rigorous course of didactic and clinical study is required. Long periods of sitting, standing, or moving are required for the clinical experiences.*

4. **Intellectual-Conceptual, Integrative, and Quantitative Abilities**

Candidates must be able to:

- *measure, calculate, reason, analyze and synthesize. Problem solving, one of the critical skills demanded of nurse practitioner requires all of these intellectual abilities.*
- *comprehend three dimensional relationships and understand the spatial relationships of structures*
- *read and understand medical literature*
- *In order to complete the Family Nurse Practitioner Program, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.*

5. **Behavioral and Social Attributes**

Candidates must:

- *possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the completion of all academic and patient care responsibilities*
- *develop mature, sensitive and effective relationships with patients and other members of the health care team*
- *function in the face of uncertainties inherent in clinical practice and adapt to changing environments*
- *possess flexibility, compassion, integrity, motivation, interpersonal skills, and concern for others*

Phase I: Interviews

Program review of applications will be conducted January through March of each year. Application received earliest will be reviewed first and may receive priority in scheduling interviews.

On-campus interviews, offered to the most qualified applicants, will be scheduled beginning March through May. During the interview day candidates will have the opportunity to meet faculty and staff. All invitations for interviews will be extended by the end of March. Applicants not interviewed will not be eligible for admission to the Albany State University Nurse Practitioner Program.

An applicant must receive a score of 150 of 200 points to be considered for admissions to the Family Nurse Practitioner program.

Phase II: Acceptance

Notification of acceptance will occur after all candidates have been interviewed. All requirements for the FNP Program must be completed and verified prior to matriculation.

Following the interview and committee selection decision, interviewees will receive a letter assigning one of the following categories: Conditional Acceptance, Alternate Candidate or Regret.

Interviewees that are conditionally selected or alternate Candidate for the FNP program must complete and submit the following:

- 1. Review student handbook, prints, signs and has notarized the form at the end of handbook signifying understanding of the contents.*
- 2. Complete background check (Please go to www.precheck.com)*
- 3. Complete annual 10 panel Drug Screen*
- 4. Recent Physical Exam (may obtain from PCP or employer)*
- 5. Annual tuberculosis screening: Mantoux tuberculosis test or if positive health department guidelines for follow up*
- 6. Submit Measles, Rubella, Rubeola, and Mumps record: by positive titer, physician's diagnosis of disease; or two dose of vaccine*
- 7. Immunizations: Tetanus if none in past 10 years. See note below*
- 8. Varicella immunity: by titer, a physician's diagnosis of disease; or two doses of vaccine.*
- 9. Hepatitis B recommend for those in clinical areas: 3 shot series plus titer or if refused-signed declination*

10. CPR [BLS-Required, ACLS/PALS may be accepted]
11. Active Registered Nursing License
12. Malpractice Insurance (RN/NP GA Student: 1,000,000/6,000,000 max amount varies by state)- includes Nurse Educators
13. Copy of government issued photo I.D
14. Identify potential clinical sites in your geographic area. (As part of your admission process to the FNP Program, ASU requires that each student identify potential clinical sites appropriate to the course that the student will be enrolled. Prior to admissions to the program, each student will contact preceptors to arrange a required field experiences.

Note: *If learning experience is in : Women's Services, neonate, pediatric, urgent care or emergency department must be compliant with Varicella as noted above and have one dose of Tdap (tetanus, diphtheria, acellular pertussis) vaccine if last TD (tetanus diphtheria) vaccine was two years or greater.*

- **Failure to comply with these requirements will result in the withdrawal of the program's acceptance offer.**

Phase III: Final Selection

- Applicants are given notice of final selection by mail once all requirements have been met.
- New student orientation for the FNP Program is typically held in the beginning of June. Registration is addressed at this orientation, NOT done independently by each applicant.
- Class schedule typically begins the third week of August. It is imperative that applicants have made financial and personal preparations to ensure readiness to begin the program.

Albany State University's Department of Nursing FNP program has many demands and obligations in which flexibility on your part as a student is required.

TYPHON

Initially, all students will receive a username and password for Typhon. Typhon is clinical software that is utilized by ASU Graduate Program for tracking of students' clinical documentation and students' clinical experiences. The students are required to submit/ upload all "mandatory" clinical documents to Typhon. In addition, the student will input data of patient encounters in the Typhon system each clinical day. The student will maintain a record of patient encounters on patients seen in the clinical setting. At the end of each month, students will download their clinical experience summaries to the Typhon site (<http://www.typhongroup.net/asurams>).

The Instructor of each course will follow students' clinical progress in Typhon and observe for delinquent clinical documents. Graduate Department Administrative Assistant will provide each student with a username and password for Typhon.

CLINICAL DOCUMENTS

The following is a list of mandatory clinical documents that must be received prior to the start of class. All documents must be uploaded to Typhon.

- Annual Background check (Please go to www.precheck.com. Click student login in upper right corner of page. Click on "Order My Background Check." Click on school and program and continue as directed.
- Annual Drug Screen
- Annual Physical Exam (May obtain from PCP or employer; must be less than 3 months to clinical start date)
- Annual tuberculosis screening: Mantoux tuberculosis test or if positive Health Departments guidelines for follow up.
- Measles (rubella and rubeola) and Mumps: by a positive titer, physician's diagnosis of disease; or two doses of vaccine.
- Immunizations: Tetanus if none in past 10 years. See note below
- Varicella immunity: by titer, a physician's diagnosis of disease; or two doses of vaccine.
- Hepatitis B recommend for those in clinical areas: 3 shot series plus titer or if refused-signed declination
- CPR [BLS-Required, ACLS/PALS may be accepted]
- Active Registered Nursing License
- Malpractice Insurance (RN/NP GA Student: 1,000,000/6,000,000 max amount varies by state)-includes Nurse Educators
- **If learning experience is in : Women's Services, neonate, pediatric, urgent care or emergency department must be compliant with Varicella as noted above and have one dose of Tdap (tetanus, diphtheria, acellular pertussis) vaccine if last TD (tetanus diphtheria) vaccine was two years or greater.**

CLINICAL

Clinical Placements

The student is responsible for initiating the local contact with a potential preceptor and completing the required forms. These forms are included in this document (see Appendix I). Clinical hours must be spent with an ASU approved preceptor, at an ASU approved site. Students are responsible for finding an acceptable site and preceptor for their clinical experience. The learning objectives for the students enrolled in family nurse practitioner courses are found in the online course syllabi and are also to be individualized by the student in collaboration with the approved preceptor and the faculty member.

Due to the demand from the many health and nursing programs in Georgia and across the country, if placed by the clinical coordinator, students may have to travel up to four (4) hours from your home for your clinical experiences. Students seeking clinical opportunities in other states will locate their own clinical sites.

Final approval for beginning clinical must come from the Clinical Coordinator of the Department of Nursing. Any work done prior to approval will not count towards the required semester clinical hours.

Planning the Clinical Year

The student enrolled in a clinical course must be prepared to be self-motivated and an active learner. Individuality, self-expression, self-reflection, evaluation, and critical thinking are essential skills for a student in a precepted clinical. They are also essential features to the role of the family nurse practitioner.

Planning for the clinical semester is a complex process. Three elements are addressed in the preparation for the clinical semester:

1. Student Credentials
 - Academic prerequisites
 - Health and Safety requirements
2. Preceptor Credentials
3. Facility Contractual Agreements

Note: All forms must be processed the semester preceding the clinical experience. Late clinical packets will not be accepted. If student does not have an approved clinical site and preceptor in place by the first day of his or her clinical course the student may not be allowed to take the clinical course for that semester. The students will be administratively dropped from clinical courses if deadlines are not met. In addition, if a clinical site is secured, the student must accept the clinical location. If the student refuses the clinical location, the student will be asked to drop or withdraw from the course or will be ask risk of “Failing” the course.

This page contains information for the student. Please read carefully.
Failure to complete the form accurately and entirely can slow the contract process and may prevent the student from beginning the clinical experience.

Time Frame for forms: Meet with you Clinical Coordinator as early as possible following admission to the Graduate Family Nurse Practitioner Program and no later than 6 weeks prior to your clinical course to begin preceptor planning.

New contracts are extremely time consuming. Start well in advance of your clinical course or you may not be able to complete your clinical requirements.

Three forms are required **prior to beginning** clinical rotation and a clinical course: **(1) Preceptor Agreement Form, (2) Preceptor Qualification Record and (3) Institution and Facility Applied Learning Experience Agreement.** All three forms must be submitted 45 days before the beginning of the next semester. Students must have an approved clinical affiliation agreement in place for every site the student has requested to perform clinical rotation. If a student is working with a preceptor at one site and the preceptor request that the student accompany them to another site (i.e. office or hospital) the student will need a different institution and facility applied learning

experience agreement in place for all locations where the preceptor will be working, if the location is a different entity from that which the requested affiliation agreement covers.

The Institution and Facility Applied Learning Experience Agreement is a legal binding agreement between Albany State University and the Facility. **An agreement must be in place before the student can begin their clinical rotation.** Before a student initiates a new affiliation agreement the student may check with the Clinical Coordinator to verify that an agreement is not already in place with the facility with who the student plans to perform their clinical rotation.

Students may pick up or be emailed (3) copies to submit the affiliation agreement to the facility for signature. Students may hand deliver or mail three copies back to the university. Once at ASU the University Legal Representative must sign all three copies and an original will be mailed back the facility, one will remain in the president's office and one in the nursing office.

Once all forms have been accepted and approved and the student has been cleared to begin clinical, provide your preceptor with A Preceptor Packet.

WRITTEN CLINICAL DOCUMENTATION

During the initial meeting with the preceptor, the student and preceptor may develop a tentative clinical rotation schedule. At the beginning of each semester, the student will develop individual clinical objectives for self-directed learning, which are based on the learning experiences the student plans to attain and experience during the semester. These objectives must be in alignment with the Course Objectives listed on the syllabus and the Essentials of Master's Education for Advance Practice Nursing. The objectives will be typed and submitted to the assigned faculty and preceptor by the first week of class. **STUDENTS CANNOT BEGIN CLINICAL ROTATION UNTIL OBJECTIVES AND CALENDAR ARE APPROVED BY THE FACULTY. CLINICAL HOURS WILL NOT BE COUNTED.** By the 1st week of class, the student will submit a clinical calendar for the semester, which will provide the date, time, and site for the clinical hours. **EX: Monday, June 20, 2011 – (9:00am- 12:00pm) Lunch time must be noted. The preceptor's name, name of site, site address and telephone number for that clinical site should be noted on the calendar.**

CLINICAL ROTATION

Students must arrange clinical time only during the semester. Clinical hours cannot be completed prior to the beginning of the semester or between semesters. Clinical hours are Monday-Friday between the hours of 8AM-5PM. Documented lunch is required. **Clinical experiences are designed to be spread out through the entire semester, to coincide with didactic instruction. Therefore, no more than 50% of the clinical hours may be completed prior to midterm.** Students may utilize the same preceptor a maximum of two semesters during the program and a clinical site may be utilized up to three times during the program. Students will not be allowed to utilize the same preceptor for Introduction to Family Primary Care and Primary Care of Adults. An exception may be possible on an individual basis to allow the student to use the preceptor or clinical site for an additional semester. **FNP Students must spend at least 50% of their time with a nurse practitioner during the FNP Program.** Students may not use specialty clinics expect during the final semester (Practicum). Convenient Care Center and Urgent Care facilities may not be used during the first two semesters. Students will always dress professionally at all clinical locations, which includes a lab coat and name tag (no scrubs, sandals, or mid-driff tops).

Name tags must have students Name (first initial, last name), Albany State University, Family Nurse Practitioner Student (white background with navy blue Times New Roman font).

Note: Students should begin working on clinical placement as soon as possible. All students must have a clinical site in place and approved with all documents submitted prior to the first day of a clinical course every semester.

Preceptor Selection

The student should have a majority of clinical experienced with preceptors in the population focused area of practice pertinent to the student's chosen education track.

Suggestion for securing a Clinical Site and Preceptor

- Start early! Paperwork for the next semester is due 45 days before the beginning of each semester.
- Determine if a facility with which ASU already has a contract would be a suitable site for the student's needs and course requirements.
- Other avenues of identifying potential clinical sites and preceptors:
 - Network through a local nurse practitioner association which accepts students as members
 - Ask friends or colleagues for suggestion
 - Search the Yellow Pages or internet for local practice sites.
- When contacting the preceptor or clinical site manager , students should present themselves in a professional manner both in dress and speech.

Clinical Participant Responsibilities

The following outlines the major responsibilities of each of the participants in a precepted clinical.

Student:

- Enrolling in Certified Background Check program and completing a background check and providing all required health and safety related clinical clearance documentation.
- Identifying learning needs and developing learning objectives and expected outcomes for the clinical course.
- Identifying the clinical facility and potential preceptor and assuring completion and submission of all preceptor credentials documents to be submitted in one complete packet to the Clinical Coordinator- only complete documents packet will be reviewed.
- Order a ASU student name tag
- Use Typhon NP clinical management software to track hours of clinical practice, case details, and sample documentation for instructor review.

- Develop working relationship with the preceptor
- Meeting online clinical course requirements per course syllabi
- Adhering to all policy and procedures as put forth in the ASU Graduate Student Handbook
- Identify and communicate any issues or problems immediately to course faculty or clinical coordinator
- Complete all required documents.

Faculty Member:

- Assisting the student in identifying his or her learning needs and developing learning objectives and expected outcomes
- Review clinical course materials and documents prior to start of clinical course
- Provide a course orientation and pertinent materials to the student and preceptor
- Monitor student clinical hours, case detail submissions, and sample clinical documentation in the online Typhon tracking system

Clinical Coordinator:

- Monitoring of Certified Background Check Software for students readiness for clinical practice
- Oversight and processing of documents related to clinical practice facility/site and preceptor credentials for Program Director
- Reviewing submitted completed site and preceptor document packets in a timely fashion and notifying students of potential issues as they may arise-only complete packets will be reviewed.
- Facilitating communication between student-preceptor should issue arise
- Serving as a resource and mentor for faculty, students, and preceptor
- Maintain ethical and professional relationship with student and preceptor
- Overseeing site visit scheduling to ensure one site visit per student in the clinical course every semester.

Administrative Technical Assistant

- Enroll students in Typhon Tracking system after they are cleared to enroll in the clinical course

- Entering site and preceptor data entry into Typhon Tracking system
- Upkeep students' clinical calendars for every clinical course, every semester.

COMMUNICATION

All FNP students must have a functioning asurams email. ASU **RAMmail** account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university's official information on class instruction, financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via **Banner Web**.

For additional information regarding the ASU Graduate Programs, refer to the Graduate Catalog and the ASU Department of Nursing Graduate Handbook on the asurams.edu website.

CLINICAL SITE SELECTION AND ARRANGEMENTS

A student must identify a preceptor and site that is willing to accept the student for the designated semester. The following information is then presented to the clinical site placement coordinator who will call the contact person to assure that the student is accepted:

- Name of the Preceptor
- Official (legal) name of the facility
- Contact person (often an office manager)
- Physician's name
- Facility address
- Telephone number
- Fax number

Once the clinical site placement has been confirmed by telephone, if there is a current ASU contract with the facility, it will be checked to ensure that the contract will be in effect through the end of the semester. If there is no contract or the contract is due to expire, three copies of a contract will be prepared by ASU personnel and mailed to the facility for signature by the designated administrator or physician. (All 3 copies must have original signatures.)

When the student receives word from ASU that the contract is in place, the preceptor agreement can be downloaded from the Graduate Homepage by the student, taken to the site for the preceptor's signature, and then mailed to ASU:

Attn: Clinical Coordinator
College of Sciences & Health Professions

Department of Nursing
504 College Drive
Albany, GA 31705

The student will also prepare and submit a clinical calendar and clinical objectives to the course instructor with a copy to the preceptor.

CLINICAL VISIT

The course faculty will provide the student with the clinical faculty member's name and contact information. The student emails a copy of his/her clinical calendar along with contact information to the clinical faculty. The clinical faculty will coordinate a time for the visit with the student and the preceptor. Scheduled visitation days/times are shared with the course instructor.

The clinical faculty member observes the student during patient encounters including oral presentation to the preceptor. The clinical faculty privately discusses the student's performance with the preceptor identifying both strengths and areas for improvement then discusses his/her assessment with the student. After the visit the clinical faculty submits a report for the student's file and shares the report with the course faculty.

Specific behaviors/attitudes that demonstrate student competency:

- Performs at an appropriate level (with increasing independence and level of complexity)
- Organized approach to patient assessment
- Evidence of reasoned clinical decision-making process
- Formulates sound evidence-based management plan
- Utilizes resources appropriately
- Articulates oral presentation skills
- Is professionally attired

CLINICAL PLACEMENT/ PRECEPTORS

General Criteria for Preceptorships

The Department of Nursing sets criteria, coordinates and evaluates preceptorship experiences in relationship to selected course and program objectives for selected student experience in clinical nursing courses for Nursing Students. Students may not complete clinical hours when school is not in session.

The participating agency should:

- be exemplary of the policies and philosophy necessary to achieve the optimal goals of the Department of Nursing and
- assume an active role in providing realistic learning experiences and supportive supervision of students.

Clinical site placements for the Graduate Program are coordinated with input from graduate faculty and students. A list of current sites with clinical contracts is on the graduate homepage.

Section IV: *University and Department Policies, Resources/ Services, Organizations, Scholarships*

CHANGE OF MAJOR

Graduate students who desire to change their major are not to use the undergraduate change of major form. Graduate students will need to satisfy the admissions requirements for the desired program change. Therefore, they must submit another application with the appropriate documentation to the Graduate School. They will **not** be required to pay another application fee.

SCHEDULE ADJUSTMENTS (DROP-ADD)

Descriptive Statement

A schedule adjustment or change of schedule is the process by which a student alters his schedule of classes. The procedure occurs during the first week of classes in a designated period commonly known as the drop-add period of registration.

IT IS STRONGLY ADVISED THAT NURSING STUDENTS CONSULT WITH THEIR NURSING ADVISOR PRIOR TO MAKING CHANGES!

FINANCIAL ASSISTANCE

Graduate students may apply for the financial aid as described in the University catalog. In addition, there are some scholarships, grants, etc. available for graduate nursing students. Georgia Student Finance Authority Educational Loans with Service Cancelable Benefits; James H. Porter Academic Scholarship; U.S. Public Health Service Scholarship; Robert Wood Johnson Scholarship; and National Health Services. When money from the Advanced Education Nursing Traineeship is available, students may apply for the financial assistance. Students may discuss financial assistance opportunities with the Office of Fiscal Affairs (430-4650) and the Graduate Coordinator. For some financial aid, students may need to file a Free Application for Federal Student Aid (FAFSA), the information is available at www.fafsa.ed.gov/.

LIBRARIES (Within a 30-Mile Campus Radius)

Albany State University cooperates with other colleges and universities in the Georgia University System in the inner-library loan program providing students access to all available materials in the total system of the thirty-five (35) institutions.

The Dougherty County Library has useful research facilities and it is open to all Albany residents. The Phoebe Putney Memorial Hospital is also open to our students and faculty. It stocks many medical and nursing specialty books and journal.

The James Pendergrast Memorial Library, the central ASU Library, has available appropriate books, periodicals, films, other references and electronic services to adequately support the learning, teaching and research to meet the needs of students and faculty. References are comprehensive and current. The Library also makes available curriculum materials, Census materials and selected government documents. CD-ROM service gives user's access to Electronic Indexes (Medline, Infotrac, Ethnic Newswatch, ERIC Newsbank, Business Newbank Plus and JSTOR). Audiovisual materials (video cassettes, audio cassettes, films), automatic public catalog with 10 terminals are available.

Students can now find out the passwords each semester ONLINE. This is how it is done:

- 1) Log onto <http://gil.asurams.edu>
- 2) Click on "Get Galileo Password"
- 3) At the cursor, type in your SSN (no dashes), then type your last name in the appropriate box, and click "Log on to my account"
- 4) From the drop-down menu, select "Galileo Password for ASU" and click "okay"
- 5) It will then display the password for the current semester.

LICENSURE AND CPR CERTIFICATION

The graduate student enrolled in clinical nursing courses must hold a Georgia license to practice as a registered nurse and hold basic CPR certification (Red Cross or American Heart Association). It is the student's responsibility to obtain and maintain licensure and certification.

When registering for a clinical nursing course, the student should be certain that the CPR certification will not expire prior to the end of the term.

STANDARD PRECAUTION

The use of **STANDARD PRECAUTIONS** is the best way to prevent exposure to any type of infection. Standard Precautions must be followed by students and faculty in the clinical setting. Students are required to review the Universal Blood and Body Fluid Precautions prior to starting their clinical experiences and annually.

GRADUATE SCHOOL COMPUTER LAB

There are several labs located throughout the campus. The labs are well-equipped and Internet connected. If the graduate student has a need for a computer, he/she may also use the computer lab in the Pendergrast Library (1st floor).

NURSING STUDENT COMPUTER LAB SIGN-IN

Students are to sign in and sign out of the Nursing computer lab (ACAD 133) each time they utilize it, even if it is several times during the day. The lab is open from 8 AM-6 PM on most days. At times the lab will be closed for testing. Notices will be posted.

QUESTIONS/PROBLEMS: Students are to direct all questions and concerns about equipment to the Nursing Computer Lab Coordinator. Do not attempt to correct problems with computer lab equipment.

NOISE

Computer Labs serve as a shared study area, where noise must be kept to a minimum. In consideration of other students working in the lab, you are expected to speak softly and limit conversation with others. You may not play music or use cell phones in the lab. Persons making excessive noise and disturbing others will be asked to leave the lab. If a computer program requires an audio component, you may use headphones or earphones.

FOOD AND DRINKS

Absolutely no food and drinks are allowed in the lab. Anyone with food and/or drinks will be asked to leave for the remainder of the day.

SMOKING The computer lab is a smoke-free zone. There will be no smoking, chewing tobacco, snuff or other tobacco products allowed the lab at any time.

GAMES Playing of games is not allowed on the machines in the computer lab.

CHILDREN IN THE LAB Children are allowed in the computer lab when accompanied by a parent, but are prohibited from using any University computer equipment or systems. The student must leave if the child is disruptive.

SOFTWARE AND MANUALS All software, manuals and equipment must stay in the computer lab. Material may not be checked out for use outside of the lab at any time.

STORING FILES AND DATA Installation of any programs or data files on any public computer lab machine is prohibited. You may create and save personal files to portable diskettes.

PLANNED PROGRAM OF STUDY

Within the first two terms of study, the student is required to complete an approved planned program of study with the MSN Coordinator. A final copy of this planned program of study will be filed in the Graduate School, the Graduate Nursing Office, and the Office of the Registrar (see Appendix). Any adjustments or corrections of the program of study must be approved by the MSN Coordinator and filed with the Graduate School and Registrar.

STUDENT RESPONSIBILITY

The student is responsible for meeting all academic requirements and in maintaining a careful check on progress toward earning the degree. The student is responsible for adhering to the rules and regulations pertaining to enrollment, progression, and matriculation at Albany State University. It is the student's responsibility to abide by catalog requirements.

ACADEMIC ADVISEMENT

Upon admission to the graduate program, each student will be assigned an advisor who will serve as consultant to the student prior to and during the registration process. A program of study for advisement and registration must be secured from the Graduate Nursing Coordinator's Office. During the initial pre-registration advisement, the student is given a copy of the program of study. The student is expected to maintain a hard copy of this record throughout the course of study.

CONTACT WITH FACULTY

The graduate student is encouraged to maintain close contact with the graduate coordinator and/or a graduate faculty advisor. Communication with faculty members is facilitated by scheduling appointments to discuss concerns. Contact the faculty member or secretary for an appointment during office hours. The student is to notify the departmental secretary if unable to keep an appointment. Other mechanisms for communicating with faculty are the use of faculty mailboxes and via e-mail. Check with the departmental secretary for placement of mail or for faculty e-mail addresses.

GUIDELINES FOR WRITTEN ASSIGNMENTS

All written work should adhere to American Psychological Association (APA) style unless otherwise indicated by the course instructor. Material should be presented concisely but completely and should be grammatically and editorially correct. All formal papers should include a title page in the accepted format (see Appendix). All papers are expected on the designated due date. However, requests for extensions made in advance of the due date may be granted for extenuating circumstances. Papers submitted to faculty for course requirements may not be returned but may be reviewed in the faculty office. The student should make copies of papers prior to submitting to faculty.

THESIS/SCHOLARLY PROJECT

The thesis/scholarly project positively affects nursing practice or advances nursing as a science, and is completed in partial fulfillment of the requirement for the master's degree. A thesis is a written scholarly report derived from the investigation of a nursing problem. Based upon the research proposal developed in NURS 5120, the thesis expands the skills of scientific inquiry through the implementation, analysis and discussion of findings. The thesis is conducted by one student with the guidance of his/her thesis committee.

The project is a researched-based scholarly activity that may have a variety of forms, such as investigation of a problem, initiation or evaluation of a program, or assessment of health needs of a community group. In addition, other creative projects may be appropriate for meeting the scholarly project requirements. These alternatives may include such things as development of a video presentation, an in-service program, an evaluation instrument, a teaching game, or a business plan. Other options could include preparation of a grant for submission or plan and implement a health project for the community. Students may choose to work on the scholarly project individually or in pairs.

COMMITTEE GUIDELINES

1. The committee will be developed after the end of the term in which the student takes NURS 5120: Advanced Nursing Research.
2. The **thesis committee** shall consist of no less than two members, all of whom hold advanced degrees. The chair of the committee must hold a terminal degree and should be a member of the graduate nursing faculty. If a second member has faculty status in another College he/she must have graduate faculty status at ASU. Professionals other than faculty at ASU may be selected to serve on the committee but must be currently licensed nurses or health professionals. This (These) individual(s) must submit credentials/curricula vitae to the Graduate Nursing Coordinator for approval prior to appointment on the committee. At least one of the two committee members should be chosen from the student's program specialty area (i.e. Nursing Administration, FNP, Nursing Education).
3. The **scholarly project committee** shall consist of no less than two members. The chair of the committee must be a graduate nursing faculty member. One other nursing faculty member with expertise or interest in the subject matter related to the project must be

selected. At least one of the two committee members should be chosen from the student's program specialty area (i.e. Nursing Administration, FNP, NE).

4. The chair of the committee can assist the student in identifying other potential committee members who have compatible research interests/expertise. When all committee members have agreed to serve, the student will be provided with the names and email address of the ASU faculty. The student will email a copy of his/her proposal to all committee members.

SEQUENCE/TIMING OF THESIS/SCHOLARLY PROJECT

Selection of a topic

1. The selected topic must be relevant to nursing, contribute to the body of nursing knowledge, and be of the depth and breadth reflective of graduate level work.
2. The Graduate Nursing Coordinator will assist in determining that the topic and the planned approach are realistic and conform to the resources likely to be available to the student.

Preparation and approval of a proposal

1. The student will prepare a research proposal in compliance with the guidelines presented in NURS 5120 (Advanced Nursing Research).
2. The NURS 5120 faculty will share the research topics with nursing faculty members. A faculty member will be identified as the committee chair. The committee chair will review the proposal and provide recommendations for modification. After the revised proposal meets with the approval of the committee chair, the student shall provide a copy to each committee member.
3. After the student has made modifications based on the input of all committee members, the student will provide committee members with a revised proposal. The committee chair will meet with the committee members and the student (if possible). The process for review of thesis/project draft will be agreed upon at the first committee meeting. The committee will meet with the student as often as necessary to help delineate the nature and scope of the problem, and the conduct of the study. The student or the committee members may request an individual or committee meeting.
4. Following the final approval of the proposal, the student is responsible for obtaining the signature of the committee chair on the Proposal Approval Form (see appendices). The approved proposal will be presented to the ASU Institutional Review Board (IRB) by the Graduate Nursing Coordinator at the next scheduled IRB meeting (Appendices). The student is responsible for obtaining IRB and/or site approval for research that will be conducted at any other site other than ASU (and include a copy in the final paper).

Data collection and analysis

1. Data collection may not begin until the proposal has been approved by the IRB at Albany State University and/or research site prior to data collection. The IRB Approval Form (appendices) is a mandatory component of the final thesis/scholarly project.

2. Data analysis/collection and completion of the thesis/scholarly project must adhere to the timeline provided in this handbook.

Presentation and Oral Defense of Thesis/Scholarly Project

1. The student must correspond with all committee members prior to the scheduled oral defense to address issue of relevance to the defense of the completed thesis/project.
2. The student will present the completed research to the committee, faculty, students, and invited guests. The Committee Chairperson will moderate the defense discussion. **The defense must be held at least three weeks prior to the date of final exams for graduating students.** Following the oral defense, the committee members may make final suggestions for modification/revision of the thesis/scholarly project.
3. The Committee Chair is responsible for ensuring that the student has incorporated the suggestions offered by the committee members. Once the committee chair has approved the final product, it will be given to the Graduate Nursing Coordinator. **The MSN Coordinator must have the final approved product by the last day of the graduating student's final exams.** The Dean of the College of Sciences and Health Professions makes the final recommendation for graduation.

Thesis/Scholarly Project Binding

Number of Thesis Copies Required: **3**

Additional copies can be ordered if personal copies are desired

Distribution of Copies:

1 Department of Nursing (original copy)

1 Library

1 Vice President of Academic Affairs

Additional copies as student desires – usually offer non-bound copy to committee Chair

Cost: **\$20.00 per Copy**

Student will provide certified funds (check/money order) payable to **National Library Bindery Company**

(Price includes name and year on spine of book with title of thesis on front of book)

Shipping Costs: **\$25.00 per Student**

Student will provide a separate certified check/money order payable to **Albany State University Foundation**. In the memo section of the check, note “**Nursing Department**”. (Price includes shipping costs to and from National Library Bindery Company).

Copying Costs: **\$10.00 per copy**

The cost will cover the cost of the paper (including one copy of 25% cotton [rag] paper) and the photocopying of the paper. **You can combine the shipping costs and the copying costs into one check.**

Please note that the Department Secretary will call you once the bound theses have been received back in the Department of Nursing. Be sure your telephone number in the Department is current (if it changes following your graduation, please inform us of the new number).

ADDITIONAL COMPONENTS OF THE THESIS/SCHOLARLY PROJECT

Abstract

According to the National Federation of Science, an abstract is defined as: **"a noncritical, informative summary of the significant content of an article or other work that includes the appropriate bibliographic references."** The abstract needs to be dense with information but also readable, well-organized, brief, and self-contained.

Begin the abstract on a new page and type the heading "Abstract" in upper and lowercase letters, centered, at the top of the page. Type the abstract itself as a **single paragraph in block** format (i.e., without paragraph indentation), and **do not exceed 200** words. The main text content varies according to the type of study abstracted. An abstract for an empirical (research) study should contain the purpose, methods, pertinent findings, and conclusions described in the original material. The current APA manual details the content to be included in other types of research.

Informed Consent (Thesis/Scholarly Project)

The form for informed consent should clearly describe all the measures the investigator(s) has taken to: assure protection; clarify information; and clearly explain the benefits, risks, reasons, provisions of scientific merit, knowledge of research process, and sensitivity to human needs and rights. (See Appendix C for sample.)

Agency Consent Forms (Thesis/Scholarly Project)

Investigators obtaining subjects from an agency or private practice must include an additional consent form from either the institution or from an individual (private physician, health educator, nurse practitioner involved in private practice) granting access to patient records or potential study subjects. (See Appendix ____ for sample.)

FACULTY GOVERNING BOARD

Academic Affairs: Admission, Progression, & Retention Committee (Student Representative)

Objectives:

- To serve as the official structure to handle student grievances.
- To plan and implement social and professional programs of the department.
- To monitor a body of resource materials for students in the clinical and computer labs.
- To participate on library facilities and services committee.
- To promote and implement continuing education programs and workshops (including Advisory Committee meeting) within the department.

Responsibilities:

- Annually reviews existing student policies and makes recommendations for change to the Faculty Governing Board.
- Assists student(s) with grievance by:
 - Searching out all facts
 - gathering correct information
 - making recommendations to Faculty Governing Board
- Serves as advisory committee for professional ceremonies and student organization each year according to the wishes of the class and protocol of the University
- Provides leadership for identifying and recognizing honor students and outstanding students at appropriate ceremonies.
- Makes recommendations for new acquisitions in clinical and computer lab in conjunction with coordinators and based on student and faculty needs.

APPENDIX A

COMPREHENSIVE EXAMINATION RESULTS

(Students are to review information relative to the Comprehensive Examination printed earlier in this handbook)

**ALBANY STATE UNIVERSITY
COLLEGE OF SCIENCES AND HEALTH PROFESSIONS
GRADUATE PROGRAM IN NURSING**

NAME: _____

DATE: _____

I.D.# _____

EXAMINATION RESULTS

Pass

Fail

Conference Required

Yes

No

If no conference is requested, you may make an appointment to discuss this test or other questions with your advisor.

Signature

Coordinator of the Graduate Program in Nursing

APPENDIX B

GRADUATE COMMITTEE APPOINTMENT

ALBANY STATE UNIVERSITY
COLLEGE OF SCIENCES AND HEALTH PROFESSIONS
GRADUATE NURSING PROGRAM
REQUEST FOR GRADUATE COMMITTEE APPOINTMENT

Name_____

Date_____

The following persons have agreed to serve on my graduate committee.

_____, Chairperson

My thesis research focus: (Summary Below)

My research project concern:

Student's signature _____

APPENDIX C
INFORMED CONSENT

SAMPLE INFORMED CONSENT FORMAT

Name of project and statement that the project involves research:

Purpose and duration of the research:

Procedures to be used which will affect subjects (including any laboratory procedures). Identify the procedures which are experimental and explain any appropriate alternative procedures which may be available to the subject:

Possible risks of harm or discomfort associated with research procedures. If greater than minimum risks of physical injury, include statements re: whether compensation and/or medical treatment is available in the event of physical injury arising from the research, and if so, what it consists of or where further information may be obtained, and the name and number of a person to contact in the event of a research-related injury. If the patient will be billed for research related injuries include the appropriate statement:

Any benefits to the subject or to others which may reasonable be expected from the research:

I, the undersigned have been given a chance to read the above description which explains the study's purpose, the procedures which will be used, and any benefits, discomforts, or risk of harm which could result from my participation in this project. The researcher has gone over this explanation with me, and I have been given a chance to ask any questions I have about the project or the research procedures. If I have questions or concerns later, I can call at _____(telephone number).

I understand that this is completely voluntary, that I do not have to participate in the study, and that I can stop at any time if I wish. If I refuse to participate now or withdraw from the study later, it will have no effect on any regular services or benefits available to me at the facility.

I also understand that any personal information used in this study will be treated confidentially. Information which identifies me as an individual will not be released without my separate consent to anyone for purposes which are not directly related to this research study. (If a drug study, include statement here that FDA may inspect the records).

If the subject is placed at greater than minimal risk the legal statement and, if appropriate, the subject billing statement must be included.

APPENDIX D
AGENCY CONSENT FORM

SAMPLE FORM

INSTITUTION, AGENCY, OR INDIVIDUAL MEMORANDUM OF AGREEMENT CONCERNING NURSING STUDY

Title of Study:

Name of Institution, Agency, or Private Practice Setting

Study discussed with and explained to: _____
(Name of Representative)

- a. Description of Study
- b. Description of activities the Representative will do:
- c. Description of safeguards taken to protect identity of agency:
- d. Description of concurrent or later review procedure within the agency:
- e. Description of how the agency will be informed of ongoing research process and results of the study.

Date Signature of Representative if written consent indicated

Date Investigator's Signature

Note to Student:

(Complete form in duplicate. Signature by agency representative indicates written consent. Use additional space or letter as needed to cover pertinent comments concerning agreement. Representative keeps one copy and sends one copy to the investigator.)

Note: Phoebe Putney Memorial Hospital has its own consent and IRB process.

**APPENDIX E SAMPLE
TITLE PAGE
and
TABLE OF CONTENTS**

THE TITLE OF YOUR THESIS IS CENTERED AT ABOUT THIS LEVEL
AND IS CAPITALIZED
(Inverted Pyramid)

By
Your Full Name Centered Here

Submitted in partial fulfillment of the requirements for
the Master of Science in Nursing Degree in the
College of Sciences and Health Professions
Albany State University
Month Year

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APPENDIX F
PROPOSAL APPROVAL FORM

The proposal for this study was approved by the Student's Thesis Committee, Department of Nursing, College of Sciences and Health Professions, Albany State University on_____.

APPENDIX G
THESIS APPROVAL FORM

Accepted by the faculty of the College of Sciences and Health Professions, Albany State University, in partial fulfillment of the requirements for the Master of Science in Nursing Degree.

Dean of Graduate School

Date

Dean of College of Sciences & Health Professions

Date

Research Committee

, Chairperson

APPENDIX H

COURSE DESCRIPTIONS

BRIEF COURSE DESCRIPTIONS

The Nurse Administrator, Community Health and CNS Concentrations have been suspended. Courses specific for these concentrations are not currently offered. All graduate nursing courses are offered online.

NURS 5100 Advanced Health Assessment

3 (2-4)

This course will include the processes, techniques and skills of advanced health assessment which builds on basic and experiential knowledge of assessment.

Pre-requisite: Admission to Graduate Nursing Program or approval of MSN Coordinator.

NURS 5111 Nursing Theory Development

3 (3-0)

This course explores theoretical assumptions and conceptual models related to nursing practice, nursing research and nursing education. Other nursing, social, behavioral, and natural science theories are also discussed. This course provides an introduction to conceptual and theoretical thinking.

Pre-requisite: Admission to graduate nursing program or approval of MSN Coordinator.

NURS 5120 Advanced Nursing Research

3 (3-0)

This course emphasizes quantitative and qualitative research methodologies and the application of technology in data analysis. Students will formulate a beginning approach to proposal development.

Pre-requisite: Admission to graduate nursing program or approval of MSN Coordinator.

NURS 5210 Advanced Pathophysiology

3 (3-0)

This course emphasizes the complexity of normal physiological functions and the disruption of homeostasis in understanding the disease process and/or illness. The involvement of multi-systems in the clinical manifestation of the disease process and diagnoses will be delineated.

Prerequisite: Admission to Graduate Nursing Program.

NURS 5220 Family Diversity in Vulnerable Communities

2 (2-0)

The students apply concepts, theories, and methodology of transcultural nursing to clients of diverse populations.

Pre-requisite: Admission to Graduate Nursing Program.

NURS 5310 Family and Community Health

3 (3-0)

This course presents the theoretical and clinical basis of family and community health. The focus is on prevention, health promotion, and health risk reduction.

Pre-requisite: Admission to Graduate Nursing Program

NURS 5410 Introduction to Family Primary Care

4 (2-8)

This course introduces the concept of primary health care of children, adults, and families. The focus is on health promotion and disease prevention with medically underserved populations.

Pre-requisite: NURS 5100 and 5110 and Admission to Family Nurse Practitioner tract.

NURS 5421 Primary Care of Children**5 (3-8)**

This course presents the theoretical and clinical basis for health promotion and disease prevention for children, adolescents, and their families. Content will include health maintenance, health teaching, behavioral/developmental issues, counseling and nursing management of well child health and selected illnesses common to childhood.

Pre-requisites: NURS 5210, 5410, 5910.

NURS 5422 Primary Care of Children Clinical (elective)\=**2 (0-8)**

A clinical elective in child health care designed to enhance advanced nursing practice by providing additional opportunities for analysis, synthesis, and application of child health care theory with underserved rural and low income children and their families.

Co-requisite: NURS 5421.

NURS 5510 Family Primary Care Clinical (elective)**2(0-8)**

A clinical elective in family primary care designed to enhance advanced nursing practice by providing additional opportunities for analysis, synthesis, and application of family health care theory with families.

Co-requisite: NURS 5410

NURS 5610 Principles of Epidemiology in Advanced Practice**3 (3-0)**

This course provides for the development of in-depth knowledge of the concepts, principles, methods and statistics of epidemiology. Emphasis will be on the application of knowledge to incidence of selected diseases, disease prevention and health promotion.

Pre-requisite: NURS 5111 or permission of Graduate Nursing Coordinator.

NURS 5621 Advanced Practice Nursing I**5 (3-8)**

The first in a two clinical course sequence in application of theories and concepts related to the clinical nurse specialist role in Community Health, Parent-Child Health, or Mental Health.

Pre-requisite: NURS 5210, NURS 5310.

NURS 5710 Foundations of Nursing Administration**3 (3-0)**

Study of the theories and principles of administration, leadership, trends and issues impacting nursing administration in health care organizations.

Pre-requisite: Admission to Graduate Nursing Program and NURS 5111.

NURS 5810 Human Resource Management in Health Care Organizations**3 (3-0)**

This course explores theoretical concepts, techniques, and related research in the management of personnel in health care organizations. Emphasis will be on the management of personnel and client care.

Pre-requisite: NURS 5111.

NURS 5910 Pharmacology in Advanced Nursing Practice**3 (3-0)**

This course provides the advanced practice health care provider with knowledge of pharmacological agents used in treatment of adults, adolescents and young children. Emphasis is on indications, mechanisms of action, prescription drugs, protocols, techniques, and dosages.

The course will be partially taught by distance learning.

Pre-requisite: Admission to Graduate Nursing Program or approval of Graduate Nursing Coordinator.

NURS 5950 Curriculum Development in Nursing**3 (3-0)**

This course, designed to prepare the nurse educator for a role in curriculum development will explore putting together a nursing educational curriculum from planning to evaluation.

Pre-requisite: Approval of Graduate Nursing Coordinator

NURS 6000 Directed Study**Variable Hours**

Independent exploration of a topic from a nursing practice, education, or administration perspective.

Pre-requisite: Approval of Graduate Nursing Coordinator.

NURS 6001 Instructional Strategies and Evaluation**3 (3-0)**

This course focuses on the implementation of various teaching strategies and the measurement of learning outcomes.

Pre-requisite: Admission to Graduate Nursing Program or approval of Graduate Nursing Coordinator.

NURS 6101 Primary Care of Women**4 (2-8)**

The purpose of this course is to present the theoretical and clinical basis for advanced nursing management of newborns and women. Content will include health maintenance, health teaching, behavioral/developmental issues, counseling and nursing management of pregnancy and the newborn, and health problems of women.

Pre-requisite: NURS 5421.

NURS 6102 Primary Care of Women Clinical (elective)**2(0-8)**

A clinical elective in women's health care will provide additional opportunities for analysis and synthesis of care theories women and newborn in underserved and rural areas.

Co-requisite: NURS 6101.

NURS 6110 Methods in Advanced Practice Nursing**3(3-0)**

This course will emphasis the application of technology and a variety of problem-solving techniques/strategies in advanced practice nursing to promote and/or maintain the health of individuals, families, groups, and communities.

Pre-requisite: NURS 5120.

NURS 6211 Primary Care of Adults**5 (3-8)**

The purpose of this course is to present the theoretical and clinical basis for health promotion and disease prevention for adults/older adults and their families. Content will include health maintenance, health teaching, developmental issues, counseling and nursing diagnosis and management of common minor acute and chronic health problems found in adults.

Pre-requisite: NURS 6101 and satisfactory completion of preliminary comprehensive exam.

NURS 6212 Primary Care of Adults Clinical (elective)**2(0-8)**

Clinical elective in adult health care to enhance advanced practice nurses.

Co-requisite: NURS 6211.

NURS 6310 Primary Care Issues in Health Promotion of Communities 2 (2-0)

This seminar will focus on care needed to meet the needs of clients with sensitivity to community and cultural differences.

Pre-requisite: Completion of previous graduate nursing courses.

NURS 6410 Financial Management 3 (3-0)

This course is designed to provide the advanced practice nurse with the understanding of the fundamentals of the financial management of health care organizations. Emphasis will be placed on the utilization of theories and principles covering accounting, financial statement analysis, applied economic, cost analysis, and budgeting.

Pre-requisite: NURS 5710 or permission of Graduate Nursing Coordinator.

NURS 6510 Health Care Policy 3 (3-0)

This course offers students a comprehensive and analytic overview of the historic and contemporary involvement of government and politics in the development of health policy. Emphasis will be placed on health politics and policy from an historical, social, and economic perspective.

Pre-requisite: NURS 5810 or permission of Graduate Nursing Coordinator.

NURS 6610 Public Policy 3 (3-0)

This course presents an overview of various models used by policy analysts and policy makers to analyze and evaluate political life. Students will be exposed to the nature of public policy analysis.

Pre-requisite: NURS 6510.

NURS 6620 Advanced Teaching Practicum 3 (1-8)

This practicum experience, designed to foster the student's development and competency as an educator will focus on the application of curricula and learning theories to instructional design for nursing education. Experiences will be in both classroom and clinical teaching under the supervision of faculty.

Pre-requisite: Completion of courses in clinical major.

NURS 6622 Advanced Practice Nursing II 5 (3-6)

This is the second of the two clinical course sequence in application of theories and concepts related to the clinical nurse specialist role development in Community Health, Parent-Child Health or Mental Health.

Pre-requisite: NURS 5621 and satisfactory completion of preliminary comprehensive exam.

NURS 6720 Advanced Practice Nurse Practicum 3 (1-8)

Focused clinical practicum in a selected area which allows for the application of theory in advanced practice role and the development of clinical expertise.

Pre-requisite: Completion of all course work.

NURS 6820 Family Nurse Practitioner Practicum 4 (1-12)

An integrated clinical practicum focused on development and implementation of the advanced nurse practitioner role. Students will have a preceptorship in rural/urban family practice settings under the supervision of a clinical preceptor and graduate faculty.

Pre-requisite: Completion of all course work.

NURS 6920 Thesis or Major Project

3 (3-0)

Research Methodologies are utilized to investigate a nursing problem. (May be taken more than one semester.)

Pre-requisite: Completion of all course work and comprehension examination

APPENDIX I
CURRICULUM PATTERNS

**NURSE EDUCATOR
GRADUATE CURRICULUM PATTERN**

SUMMER SEMESTER NURS 5111 – Nursing Theory Development..... 3	
FALL SEMESTER – YEAR 1	SPRING SEMESTER – YEAR 1
<u>CORE</u> NURS 5210 Advanced Pathophyiology3 NURS 5910 Advanced Pharmacology.....3 <u>CONCENTRATION</u> NURS 5950 Curriculum Development in Nursing 3 TOTAL FOR SEMESTER 9	<u>CORE</u> NURS 5120 Advanced Nursing Research..... 3 NURS 5220 Family Diversity in Vulnerable Communities.....2 <u>CONCENTRATION</u> NURS 6001 Instructional Strategies in Nursing.....3 NURS 5621 Advanced Practice Nursing I..... 5 TOTAL FOR SEMESTER 13
SUMMER SEMESTER No required courses	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
<u>CONCENTRATION</u> NURS 6622 Advanced Nursing Practice II.....5 TOTAL FOR SEMESTER 5	<u>CONCENTRATION</u> NURS 6620 Advanced Teaching Practicum.....3 NURS 6920 Thesis/Scholarly Project..... 3 TOTAL FOR SEMESTER 6

TOTAL NUMBER OF HOURS – GRADUATE NURSE EDUCATOR. 36

ELECTIVES: NURS 6000 Directed Study – variable hours

**FAMILY NURSE PRACTITIONER
GRADUATE CURRICULUM PATTERN**

SUMMER SEMESTER NURS 5100 Advanced Health Assessment.....3 NURS 5111 – Nursing Theory Development3	
FALL SEMESTER – YEAR 1	SPRING SEMESTER – YEAR 1
<u>CORE</u> NURS 5210 Advanced Pathophysiology.....3 <u>CONCENTRATION</u> NURS 5410 Introduction to Family Primary Care.....4 NURS 5910 Pharmacology in Advanced Practice.....3 TOTAL FOR SEMESTER 10	<u>CORE</u> NURS 5120 Advanced Nursing Research.....3 NURS 5220 Family Diversity in Vulnerable Communities.....2 <u>CONCENTRATION</u> NURS 5421 Primary Care of Children.....5 TOTAL FOR SEMESTER 10
SUMMER SEMESTER NURS 6101 Primary Care of Women4	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
<u>CONCENTRATION</u> NURS 6211 Primary Care in Adults.....5 NURS 6310 Prim Care Issues & Hlth Promotion Communities...2 TOTAL FOR SEMESTER 7	<u>CONCENTRATION</u> NURS 6820 Family Nurse Practitioner Practicum.....4 NURS 6920 Thesis/Scholarly Project.....3 TOTAL FOR SEMESTER 7
TOTAL NUMBER OF HOURS – FAMILY NURSE PRACTITIONER.....44 ELECTIVES: Optional	

**FAMILY NURSE PRACTITIONER
GRADUATE CURRICULUM PATTERN
PART – TIME**

SUMMER SEMESTER – YEAR 1 NURS 5111 – Nursing Theory Development.....3	
FALL SEMESTER – YEAR 1	SPRING SEMESTER – YEAR 1
<u>CORE</u> NURS 5210 Advanced Pathophysiology.....3 <u>CONCENTRATION</u> NURS 5910 Pharmacology in Advanced Practice.....3 TOTAL FOR SEMESTER 6	<u>CORE</u> NURS 5120 Advanced Nursing Research.....3 NURS 5220 Family Diversity in Vulnerable Communities.....2 TOTAL FOR SEMESTER 5
SUMMER SEMESTER – YEAR 2 NURS 5100 Advanced Health Assessment3	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
NURS 5410 Intro to Family Primary Care4	NURS 5421 Primary Care of Children..... 5
SUMMER SEMESTER – YEAR 3 NURS 6101 Primary Care of Women 4	
FALL SEMESTER – YEAR 3	SPRING SEMESTER – YEAR 3
<u>CONCENTRATION</u> NURS 6211 Primary Care in Adults.....5 NURS 6310 Prim Care Issues & Hlth Promotion Communities....2 TOTAL FOR SEMESTER 7	<u>CONCENTRATION</u> NURS 6820 Family Nurse Practitioner Practicum.....4 NURS 6920 Thesis/Scholarly Project.....3 TOTAL FOR SEMESTER 7

TOTAL NUMBER OF HOURS – FAMILY NURSE PRACTITIONER.....44

ELECTIVES: Optional

**ONLINE RN TO MSN-FNP CURRICULUM PATTERN
GRADUATE CURRICULUM PATTERN**

FALL SEMESTER – YEAR 1	SPRING SEMESTER – YEAR 1
Must have completed any other undergraduate coursework prior to beginning in spring (next) semester. Must have completed undergraduate health assessment and pathophysiology prior to beginning coursework next semester.	NURS 4413 RN-MSN Transitions6(6-0) NURS 5100 Adv. Health Assessment. 3(2.5-0.5) NURS 4131 Research 3(3-0) MATH 2411 Basic Stats 3(3-0)
SUMMER SEMESTER – YEAR 1 NURS 4240 Community Health. 5(3-8) NURS 4346 RN-MSN Seminar 2(2-0) NURS 5111 Nursing Theory Development. 3(3-0)	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
NURS 5410 Intro to Primary Care. 4(2-8) NURS 5910 Pharmacology in Advanced Practice 3(3-0) NURS 5210 Advanced Pathophysiology 3(3-0)	NURS 5421 Primary Care of Children5(3-8) NURS 5120 Advanced Nursing Research3(3-0) NURS 5220 Cultural Diversity2(2-0)
SUMMER SEMESTER – YEAR 2 NURS 6101 Primary Care of Women 4(2-8)	
FALL SEMESTER – YEAR 3	SPRING SEMESTER – YEAR 3
NURS 6211 Primary Care of Adults 5(3-8) NURS 6311 Primary Care Issues 2(2-0)	NURS 6820 Practicum.4(0-16) NURS 6920 Thesis/Scholarly Project.....3 (3-0)

**ONLINE RN TO MSN-NE CURRICULUM PATTERN
GRADUATE CURRICULUM PATTERN**

FALL SEMESTER – YEAR 1	SPRING SEMESTER – YEAR 1
Must have completed any other undergraduate coursework prior to beginning in spring (next) semester. Must have completed undergraduate health assessment and pathophysiology prior to beginning coursework next semester.	NURS 4413 RN-MSN Transitions6(6-0) NURS 5100 Adv. Health Assessment. 3(2.5-.5) NURS 4131 Research 3(3-0) MATH 2411 Basic Stats 3(3-0)
SUMMER SEMESTER – YEAR 1 NURS 4240 Community Health. 5(3-8) NURS 4346 RN-MSN Seminar 2(2-0) NURS 5111 Nursing Theory Development. 3(3-0)	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
NURS 6001 Instructional Strategies and Evaluation 3(3-0) NURS 5910 Pharmacology in Advanced Practice 3(3-0)	NURS 6001 Instructional Strategies & Evaluation 3(3-0) NURS 5120 Adv. Nursing Research 3(3-0) NURS 5220 Cultural Diversity 2(2-0)
SUMMER SEMESTER – YEAR 2	
FALL SEMESTER – YEAR 3	SPRING SEMESTER – YEAR 3
NURS 5621 Adv. Practice Nursing I 5(3-8) NURS 6920 Thesis/Scholarly Project 3(3-0)	NURS 6622 Adv. Practice Nursing II. 5(3-8) NURS 6620 Adv. Teaching Practicum. 3(0-12)

**SUSPENDED – CLINICAL NURSE SPECIALIST
COMMUNITY HEALTH/PARENT-CHILD NURSING
CURRICULUM PATTERN**

SUMMER SEMESTER NURS 5110 – Nursing Roles & Theory Development.....3	
FALL SEMESTER – YEAR 1	SPRING SEMSTER – YEAR 1
<u>CORE</u> NURS 5210 Advanced Physiopsychopathology.....3 NURS 5310 Family & Community Health.....3 <u>CONCENTRATION</u> NURS 5610 Principles of Epidemiology.....3 TOTAL FOR SEMESTER 9	<u>CORE</u> NURS 5120 Advanced Nursing Research.....3 NURS 5220 Family Diversity in Vuln. Communities.....2 <u>CONCENTRATION</u> NURS 5621 Advanced Practice Nursing5 TOTAL FOR SEMESTER 10
SUMMER SEMESTER No required courses	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
<u>CONCENTRATION</u> NURS 6110 Methods in Advanced Practice Nursing.....3 NURS 6622 Advanced Practice Nursing II.....5 TOTAL FOR SEMESTER 8	<u>CONCENTRATION</u> NURS 6720 Advanced Practice Nursing Practicum.....3 NURS 6920 Thesis/Scholarly Project.....3 TOTAL FOR SEMESTER 6

TOTAL NUMBER OF HOURS – CLINICAL NURSE SPECIALIST36

**ELECTIVES: NURS 6000 Directed Study – variable hours
NURS 5320 Health Care Policy – 3 hours**

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**SUSPENDED – CLINICAL NURSE SPECIALIST
PSYCH-MENTAL HEALTH NURSING
CURRICULUM PATTERN**

<p style="text-align: center;">SUMMER SEMESTER NURS 5100 – Advanced Health Assessment.....3 NURS 5110 – Nursing Roles & Theory Development.....3</p>	
FALL SEMESTER – YEAR 1	SPRING SEMESTER – YEAR 1
<p><u>CORE</u> NURS 5210 Advanced Physiopsychopathology.....3</p> <p><u>CONCENTRATION</u> NURS 5910 Advanced Pharmacology.....3 TOTAL FOR SEMESTER 6</p>	<p><u>CORE</u> NURS 5120 Advanced Nursing Research.....3 NURS 5220 Family Diversity in Vulnerable Communities...2 <u>CONCENTRATION</u> NURS 5721 Advanced Practice Nursing I.....5 TOTAL FOR SEMESTER 10</p>
<p style="text-align: center;">SUMMER SEMESTER No required courses</p>	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
<p><u>CONCENTRATION</u> NURS 6110 Methods in Advanced Practice Nursing.....3 NURS 6622 Advanced Practice Nursing II.....5 TOTAL FOR SEMESTER 8</p>	<p><u>CONCENTRATION</u> NURS 6720 Advanced Practice Nursing Practicum.....3 NURS 6920 Thesis/Scholarly Project.....3 TOTAL FOR SEMESTER 6</p>

TOTAL NUMBER OF HOURS – CLINICAL NURSE SPECIALIST36

ELECTIVES: NURS 6000 Directed Study – variable hours
NURS 5320 Health Care Policy – 3 hours

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**SUSPENDED – NURSE ADMINISTRATOR
CURRICULUM PATTERN**

SUMMER SEMESTER NURS 5110 – Nursing Roles & Theory Development.....3	
FALL SEMESTER – YEAR 1	SPRING SEMESTER – YEAR 1
<u>CORE</u> NURS 5210 Advanced Physiopsychopathology.....3 NURS 5310 Family & Community Health.....3 <u>CONCENTRATION</u> NURS 6610 Public Policy or MGMT 5715 Organizational Behavior.....3 TOTAL FOR SEMESTER 9	<u>CORE</u> NURS 5120 Advanced Nursing Research.....3 NURS 5220 Family Diversity in Vulnerable Communities.....2 <u>CONCENTRATION</u> NURS 5710 Foundations of Nursing Administration.....3 NURS 5810 Human Resource Management.....4 TOTAL FOR SEMESTER 12
SUMMER SEMESTER No required courses	
FALL SEMESTER – YEAR 2	SPRING SEMESTER – YEAR 2
<u>CONCENTRATION</u> NURS 6110 Methods in Advanced Practice Nursing.....3 NURS 6410 Financial Mgt of Clinical Resources.....3 TOTAL FOR SEMESTER 6	<u>CONCENTRATION</u> NURS 6720 Advanced Practice Nursing Practicum.....3 NURS 6920 Thesis/Scholarly Project.....3 TOTAL FOR SEMESTER 6

TOTAL NUMBER OF HOURS – GRADUATE NURSE ADMINISTRATOR36

**ELECTIVES: NURS 6000 Directed Study – variable hours
NURS 5320 Health Care Policy – 3 hours**

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APPENDIX J

INSTITUTIONAL REVIEW BOARD (IRB)

POLICY AND PROTOCOL

are on the ASU Website under ORSP

**DEPARTMENT OF NURSING GRADUATE FACULTY
2015-2016**

**Joyce Y. Johnson, Ph.D., Dean & Professor
College of Sciences and Health Professions**

Linda Grimsley, Ph.D/D.S.N., AVPAA & Professor

**Cathy Williams, D.N.P., Chair & Professor Department
of Nursing**

**Zelda Peters, M.S.N. FNP-C, DNP,
Interim MSN Coordinator/FNP Director**

Donyale B. Childs, M.S.N., Assistant Professor

Tamara Davis, M.S.N. FNP-C

Edna Jones, MN, Assistant Professor

Jan Rodd, M.S.N., Assistant Professor

Robert Thornton, MSN, CRNA, Assistant Professor

PART-TIME FACULTY

Karen Baker, M.S.N., FNP-C

Schvon Bussey, M.S.N., FNP-C

Dorothy Miller, Ph.D, M.S.N,

Teresa Mitchell, Pharm.D., Instructor

Kelley Plant, M.S.N., FNP-C